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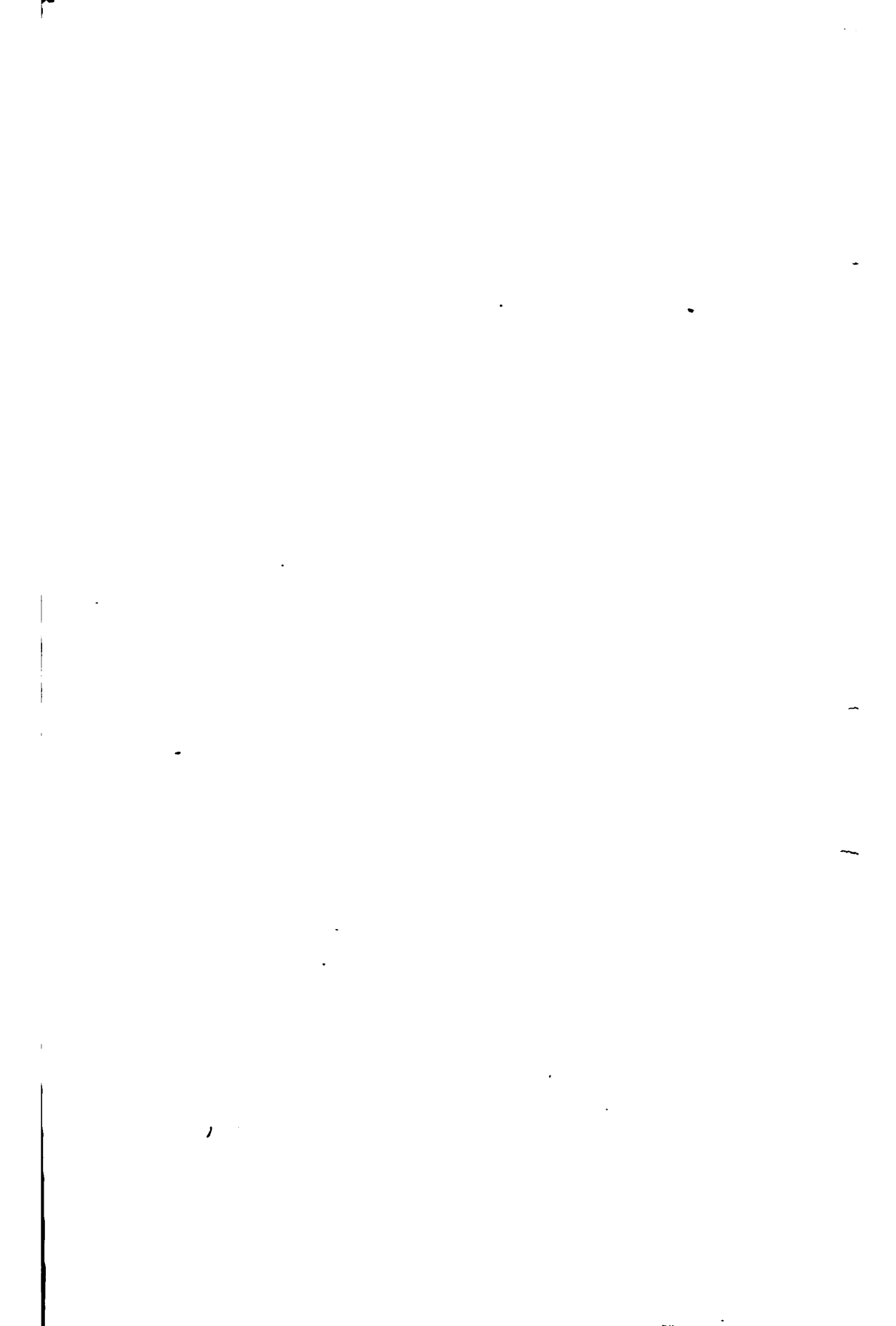
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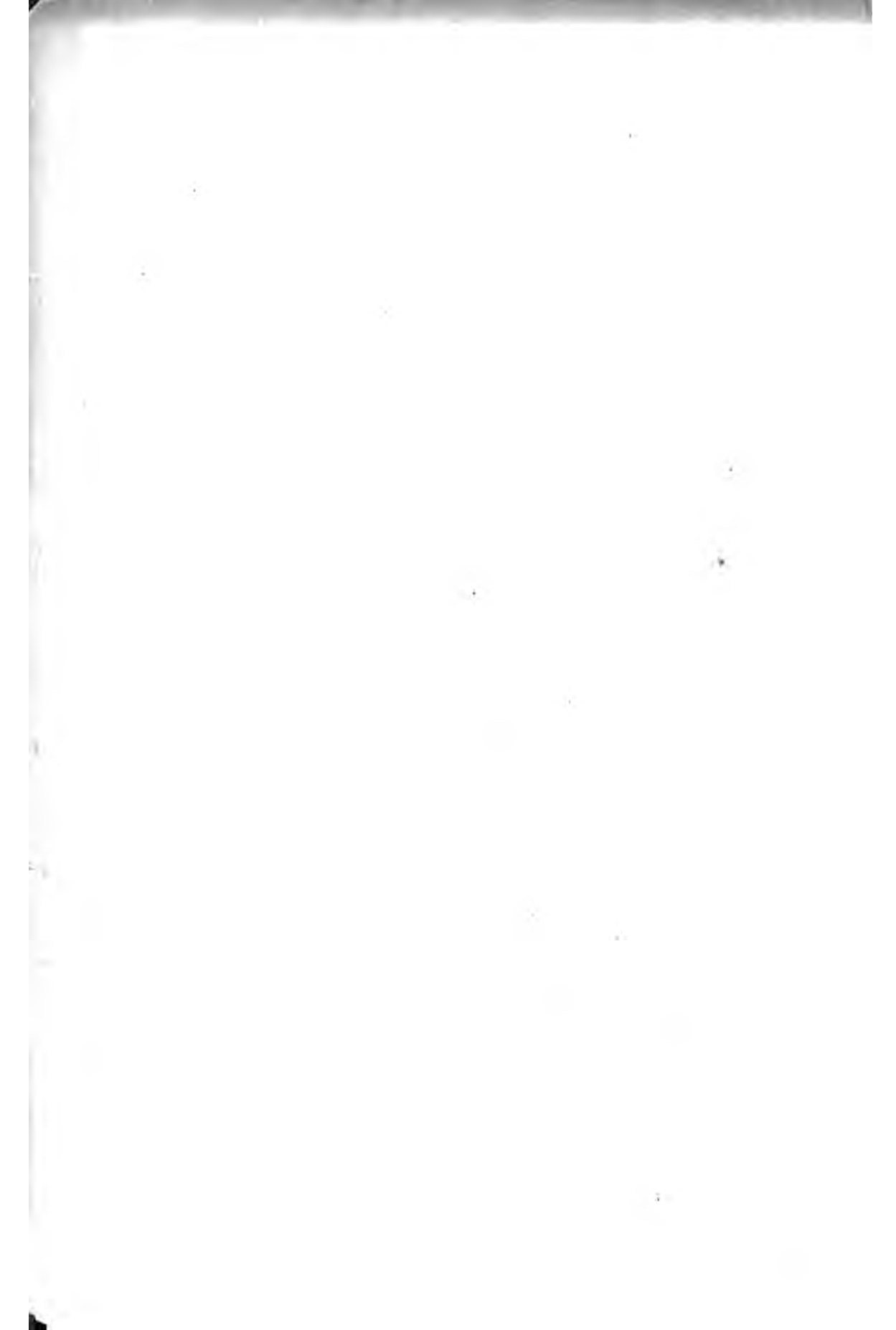
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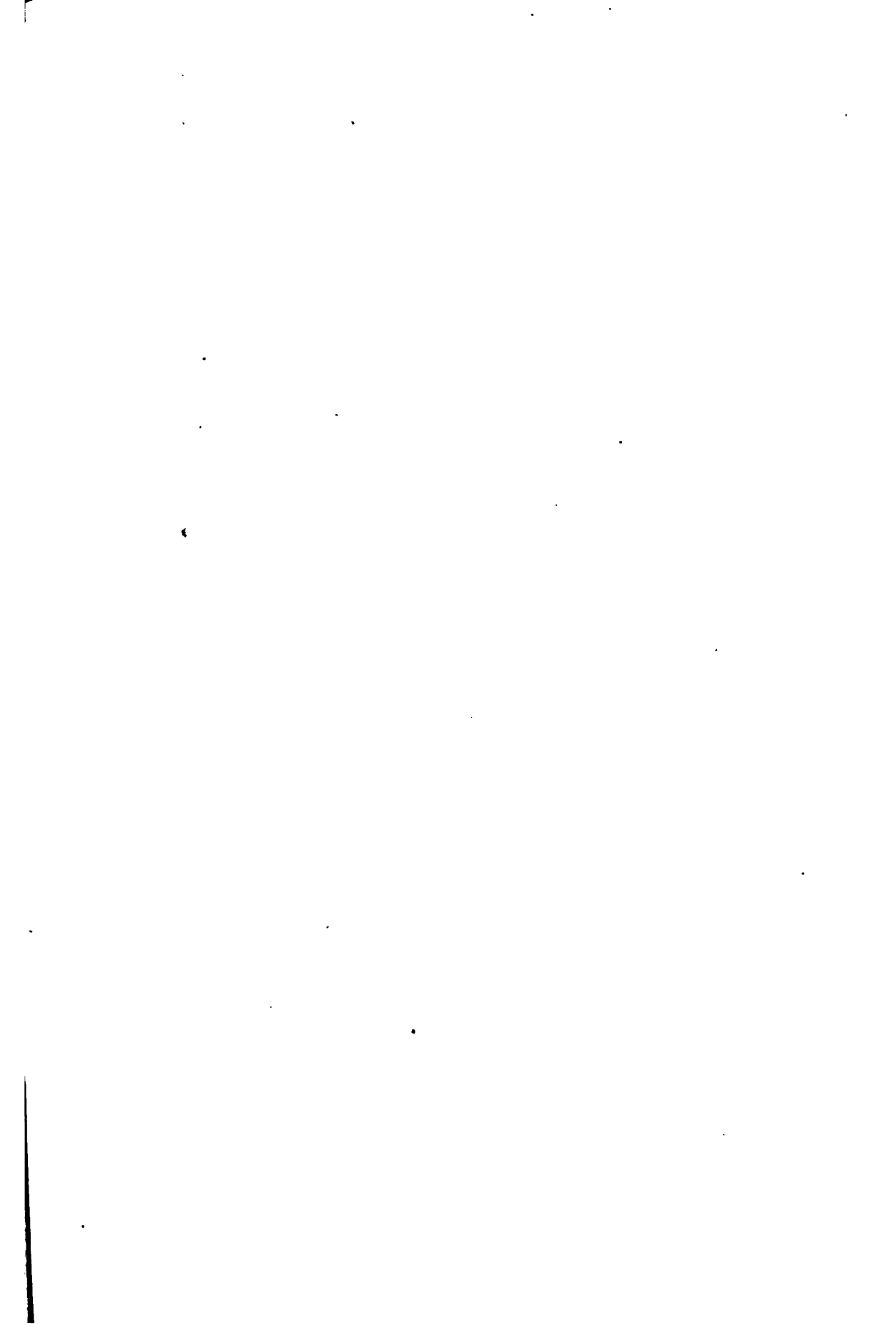


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Library Work

CUMULATED
1905-1911

A BIBLIOGRAPHY AND DIGEST OF
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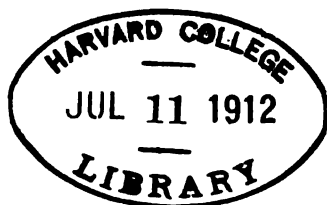
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PREFACE

The growth of library literature has been coincident with the general activity and development of libraries. During the past seven years especially there has been a great increase in the number of library periodicals, and in the frequent discussions of library matters in the general press.

The mission of the quarterly issues of *LIBRARY WORK* has been not only to record and index these widely scattered items, but so to digest them that those unable to consult files of the publications themselves might still be well served. These digests have been made particularly full in the case of articles in the lesser-known library journals, and in the English and foreign periodicals.

The classification of the articles under general heads, with many cross references, brings into conjunction the various ideas and opinions of the leaders and workers in the library profession on every problem of library administration and management. *LIBRARY WORK* cumulated in this wise furnishes a substitute for the periodicals indexed, and bespeaks itself as an encyclopedic tool or textbook of library economy.

This cumulated volume brings into permanent book form the contents of the quarterly numbers published from April, 1906, to October, 1911, together with some additions which carry the work to the close of the year 1911. The quarterly issues are now discontinued, but the *Library Journal* proposes to carry forward the record from the point where this volume leaves off.

Miss Edna D. Bullock edited the quarterly numbers while the *Readers' Guide to Periodical Literature*, 1905-1909, was going thru the press, and Miss Edith Phelps and Miss Katharine Reely have given valuable assistance in issuing some of the quarterly numbers. Special thanks are due to Mr. F. G. Axtell, Librarian of Macalester College, St. Paul, who so generously translated and made digests of articles from the foreign library press.

A. L. G.

Minneapolis, April, 1912.

LIST OF PERIODICALS INDEXED

ABBREVIATION	TITLE	PUBLISHED	DATES	VOLS.
A. L. A. Bul.	American Library Association Bulletin	Boston	1907-1911	1-5
Bibliografía Española	Bibliografía Española	Madrid	1911	11
*Bibliog. Soc. of Am. Proc. and Papers	Bibliographical Society of America. Proceedings and Papers	New York	1907-1910	2-5
Bibliothekar	Bibliothekar	Liepzig	1909	1
*Blätt. Volksbib.	Blätter für Volksbibliotheken und Lesehallen	Liepzig	1907-1908	8-9
Boekzaal	Boekzaal	Zwolle	1909-1911	3-5
Bogsamlingsbladet	Bogsamlingsbladet	Copenhagen	1911	6
*Bul. Bibliog.	Bulletin of Bibliography	Boston	1909-1911	5-6
Folkbiblioteksbladet	Folkbiblioteksbladet	Stockholm	1910-1911	8-9
For Folke-og Barnebok-samlinger	For Folke-og Barneboksamlinger	Christiana	1908-1911	2-5
Ind. State Lib. Bul.	Indiana State Library Monthly Bulletin	Indianapolis	1906	1
la. Lib. Q.	Iowa Library Quarterly	Des Moines	1905-1911	5-6
Librarian	Librarian	London	1910-1911	1-2
Library	Library	London	1905-1909, 2d ser.	6-10
Lib. Asst.	Library Assistant	London	1910-1911, 3d ser.	1-2
Lib. Assn. Rec.	Library Association Record	London	1906-1911	5-8
Lib. J.	Library Journal	London	1905-1911	7-13
Lib. Occurrent	Library Occurrent	New York	1905-1911	30-36
Lib. Work	Library Work	Indianapolis	1907-1911	1-2
Lib. World	Library World	Minneapolis	1906-1911	1-5
Minn. Pub. Lib. Com. Notes	Minnesota Public Library Commission Notes	London	1905-1911	7-14
*Neb. Lib. Bul.	Nebraska Library Bulletin	St. Paul	1904-1911	1-3
N. Y. Libraries	New York Libraries	Lincoln	1906-1908	1-7
*News Notes of Cal. Lib.	News Notes of California Libraries	Albany	1907-1911	1-3
N. C. Lib. Bul.	North Carolina Library Bulletin	Sacramento	1906-1911	1-6
Penn. Lib. Notes	Pennsylvania Library Notes	Raleigh	1910-1911	1
Pub. Lib.	Public Libraries	Harrisburg	1908-1911	1-4
*Rivista d. Biblio.	Rivista delle Biblioteche e degli Archivi	Chicago	1905-1911	10-16
Special Lib.	Special Libraries	Florence	1908-1911	19-22
Vermont Lib. Com. Bul.	Vermont Library Commission Bulletin	Indianapolis	1910-1911	1-2
Wash. Lib. Assn. Bul.	Washington Library Association Bulletin	Montpelier	1905-1911	1-7
Wis. Lib. Bul.	Wisconsin Library Bulletin	Olympia	1905-1907	1-3
		Madison	1905-1911	1-7

* Occasional articles indexed.

The inclusive voluming as given above does not always exactly coincide with the years, the indexing being carried only to the close of 1911.

Bibliography and Digest of Library Literature

1905-1911

A. L. A. See American library association.

A. L. A. booklist.

A. L. A. booklist. J: C. Dana. Pub. Lib. 14: 91. Mr. '09.

Mr. Dana advocates the conversion of the Booklist into a select and annotated list of the best books for the use of the general public. It should be printed in two columns, for greater ease in reading, and should be called "Recent books."

Preparation of the A. L. A. booklist. Wis. Lib. Bul. 7: 40-1. Mr. '11.

Abbreviations.

Abbreviations used in book catalogs. M. Medicott. pa. 15c. '06. Boston bk. co.

Contains a list of English, French, Italian, and German abbreviations.

Access to shelves.

See also Indicators.

American and British open access. Lib. World. 10: 46-7. Ag. '07.

Book theft in London. Lib. World. 11: 437. My. '09.

Notes on this article are given under the heading Thefts of books.

Directing the taste of casual readers. I. Rosenberg. Pub. Lib. 13: 294-9. O. '08.

In the Grand Rapids, Mich., public library one of the largest and pleasantest rooms "has been utilized for the open shelves. Here are kept some 2,500 books, most of them selected. Statistics of 1906 show that this room controlled one-fourth of the entire circulation for the year. During 1907 this percentage increased to more than one-third. One case capable of holding 150 books is given to the late fiction, that is, fiction of the past three or four years. Another of a like capacity contains the new books other than fiction. A third is for bound magazines. A fourth is for the rental collection. One case is reserved for German and Holland books, another for Polish and Scandinavian. The intention is that all classes shall be able to choose for themselves should they care to do so. Aside from these the books in this room are selected and most of them changed from time to time. . . . Whatever the subject of current interest may be, all books in the library pertaining to it are brought forth and exhibited in this room appropriately labeled. . . . During the library year, April 1906-7, the literature on 70 different subjects was placed on these open shelves. . . . The largest collection on any one subject was 160, the subject being vacation literature. This included guide books and travels in many countries, together with books on hunting, fishing, camping, sailing, etc. . . . About 150 books of dramatic literature ranging from Euripides to Ibsen and Maeterlinck were tried. These were kept out two months and during that time choice dramas circulated almost as freely as novels. When New Zealand lost her great minister, Richard Seddon, 12 books on that country appeared. Of these seven were taken promptly.

During the latest little eruption in Cuba, we brought out 20 books, historical and descriptive, on that long-suffering island, of which 15 were taken out. The same month a dozen books on football went on these shelves only long enough to be taken off again, so quickly did the boys get them. . . . There was a long course of lectures on astronomy last winter. Sixty books were placed before the people. At the end of the course only 14 were left to put away, while many had been returned to their places and taken several times. . . . The 81 volumes of the International library of technology are kept in the open-shelf room permanently for the benefit of those who work at trades, arts and crafts and they are appreciated. Every book has been out at least once; only five but once; six, five times; seven, four times; nine, eight times; and of the remainder, from eight to 16 different persons have used each separate volume. We have had them less than one year. By familiarizing the working men and artisans with the value of this material they do make use of the library to their advantage and advancement in their various lines of work."

L. S. D. of safe-guarded open access in lending libraries. Lib. World. 13: 233-5. F. '11.

"The 'saving' likely to be effected by the adoption of open access cannot always be represented by pounds, shillings and pence, for in a library, as in an industrial undertaking, there are economies making for efficiency which cannot show in a cash statement or justly be allocated to any particular ledger entry." But there may be an actual lessening of expense by the doing away with "massive counters, tall and ornate screens and costly indicators." A saving, too, of the time and energy of assistants will result. Open access will exert an influence on stock selection and the keeping up of stock. When books selected are to be handled by the public, more care must be given to bindings etc., and books to be placed on open shelves must be kept in repair. "More direct co-operation with a library's activities is secured by the borrower's personal visits, and repeated visits will not fail to engender more direct sympathy with the library's aim to be regarded as a useful municipal institution; and, that accomplished, will mean in the long run that when the question of increased library rates arise the public will better appraise the value of the return received for their contribution."

Limiting access to shelves. H. R. Mead. Pub. Lib. 12: 211-2. Je. '07.

Experience with open shelves shows the system is not always satisfactory. People who like to examine books however should be accommodated even under the closed shelf system. The reference department, open to all, should contain "besides reference books proper, the best books on the various branches of knowledge." The student may be accommodated by "admittance to the stacks for a limited period to examine the books on a particular subject, but always with the admonition to leave the books on the study table, so as to avoid misplacement on the shelves." With closed stacks the public can be almost immediately supplied with the desired book, or in-

Access to shelves—Continued.

formed where it is. With open shelves books are sometimes accidentally, sometimes purposely misplaced. In either case failure to find or to trace them is annoying.

My opinion of open access. H. Tapley. Soper. Lib. World. 10: 243-5. Ja. '08.

The object of open access "is to make the library a real live workshop, to which every one can gain admission with the greatest possible ease." All difficulties which arise in open access are in matters of detail or administration and these can be overcome by using common sense and employing ordinary business methods.

Open access lending departments. J. D. Brown. il. Lib. World. 9: 41-7. Ag. '06.

When open access to shelves was first introduced twelve years ago "one imaginative prophet pictured the time when painstaking librarians would be supplanted by a uniformed janitor who would assume the functions of librarian, by the easy process of supervising the filtration of readers through a turnstile, like sheep through a hurdle. . . . Probably it was only a humorist, and not a prophet, who foresaw the introduction of weighing machines at both entrance and exit wickets, as a means of preventing wholesale thefts." The first arrangements for open access "were necessarily crude, and most of them were the outcome of an endeavor to anticipate all kinds of abuses and needs. Elaboration was the order of the day, and some of the notions introduced, were undoubtedly inspired by an inherited belief in the general ignorance and incapability of the public at large. Time has gradually corrected that little misunderstanding. . . . In both American and British open access systems in recent years an undue stress seems to have been laid on oversight. . . . As a matter of fact, the very best oversight which can be secured is that obtained by readers over each other. . . . Every librarian of experience knows perfectly well, that close supervision is absolutely unnecessary in the case of at least 98 per cent of the frequenters of public libraries."

Open access to fiction. A. J. Hawkes. Lib. World. 11: 404. Ap. '09.

Open access versus indicators. Lib. World. 11: 101-3. S. '08.

Open access versus indicators. A. Cotgreave. Lib. World. 11: 196-200. N. '08.

Open shelves. Nation 84: 34, 80, 130, 150, 174. Ja. 10, 24, F. 7-21; Same cond. Lib. J. 32: 114-5. Mr. '07.

The Nation in the Jan. 10th issue says that American librarians are compelled to confess that the open-shelf system is proving a failure, and consequently they are limiting and safeguarding access to books. Mr. Wilson of Clark university library says in reply in the Jan. 24th Nation that the open-shelf system is comparatively new and has been given a fair trial in but few of the larger libraries. The great majority of librarians and trustees are opposed to the system and will not give it a fair trial. Its keenest opponents are those who have not tried it. "We open children's libraries where every book is accessible, but when these children become adults we refuse them access to the shelves on the ground that they are not to be trusted to select their own reading. And what are we to say to that large and ever-growing class of technically and professionally educated people who are already knocking at our doors for access to the shelves? No librarian living can meet the needs of these people by a 'selection of the best books.'" At Clark university open shelves have been an unqualified success. N. D. C. Hodges in the Nation, Feb. 7th, says the placing of books on open shelves in the Cincinnati

public library began in 1900. Now there are 50,000 books which the public may consult without let or hindrance. The system has been satisfactory and there is economy in handling the circulation. L. M. Hooper (Nation, Feb. 14) says the Brookline library gives free access to its entire collection. With an annual circulation of 140,000 volumes they have lost an average of 73 books a year. "During the year 1906 the total loss of books was 84, of which number 53 were lost from the children's department, 20 from the open shelves in the delivery room and from the deposit stations, and 11 from the main library." E. S. Wilcox (Nation, Feb. 21) says "The Providence, R. I., public library, with open shelves, reports, 'with lamentations and loud moans,' 1,796 volumes stolen in two years—forty-five volumes stolen in three months from one small department, the industrial library, alone; and 'it has been impossible to discover the thief or check the thieving.' The Boston public library in its annual report for 1905, gives 1,200 volumes stolen in that year, and, like the Providence library, is at a loss to know what to do. These are but two cases; there are others in plenty—a growing number. In the case of small libraries where all books are under the immediate supervision of the assistants, the open shelf system will, no doubt, continue to be followed as it always has been."

Open shelves. E. S. Wilcox. A. L. A. Bul. 2: 249-53. S. '08; Excerpts. Pub. Lib. 13: 244-6. Jl. '08.

The results of the open-shelf system are shown to-day, after twelve years of experience, in redoubled losses by theft and mutilation. This seems to be encouraging theft and should not be allowed in an educational institution like the public library. Peoria, Ill., has used the following plan instead of the open shelf system: "With a present library of 100,000 v. and a stack room capacity for 200,000 we keep our books in a carefully classified order on the shelves in the stack room immediately behind the long delivery counter. On this counter you will find a few, some 40 or 50, of the late novels, books that are skimmed today and skimmed milk tomorrow, but if you want a really good novel or any of the classified books it is back in its proper place in the stack room and our assistants will hand it to you in a minute, or, according to tests made, at the rate of three a minute on an average. In an open case adjoining our delivery counter, immediately under the eye of all our assistants, we keep some 600 v. of the latest works in the different classes—theology, philosophy, history, biography, science, travel. This much we yield to the open shelf idea and it satisfies our people. Of course we have thieves too like other folks, but we acknowledge it before the event. In ample cases around our reading room are 18 different sets of cyclopedias, and dictionaries and many large works of reference. In our closed children's room at the far end of our reading room, entering and leaving by a single wicket, we have some 6,000 v. of juvenile literature of all classes and all accessible on open shelves, under the watchful guardianship of an experienced children's librarian. This I approve of. . . . But in addition to this if any person whatever wishes to gratify his curiosity by a sight of what we have behind those walls in our stack room, he is at once shown thru the whole wilderness of books, and if he is pursuing some special object and wishes to spend some time in his chosen department we cheerfully bring him of our best, or we give him a chair and table by his books and leave him by himself. One visit satisfies his curiosity and after that he finds himself much better served . . . by the attendants."

Open shelves and book losses. Lib. J. 33: 275. Jl. '08.

Open shelves and the loss of books. I. E. Lord. A. L. A. Bul. 2: 231-49. S. '08.

Notes on this article are given under the heading Thefts of books.

Access to shelves—Continued.

Open shelves for university libraries. E. C. Richardson. *Pub. Lib.* 13: 241-3. J1. '08. Same. A. L. A. Bul. 2: 323-7. S. '08.

"The problem of open shelves for the university library is not so much a question of whether there shall be open shelves as the question whether there need be any closed shelves. The policy of having no shelves open to anybody is now dead, if it ever was alive; the policy of at least having some shelves open to all and all shelves open to some is generally adopted; the question of having all shelves free to all is the only open question. . . . It is realized in these days that the handling of many books is an important part of polite education and how to manage it best is the problem. In the smaller libraries the undergraduate is often given the free run of the whole collection save a few rarities and kept books. With a dozen professors, a hundred or two students and ten or 15,000 books, the problem is simple enough, but with two or 3,000 students, two or 300 professors and half a million of books the problem becomes more complex. To give three or 4,000 people literally free range of half a million books, close stacked, seems impossible. Crowding of persons, confusion of books and general pandemonium appear the inevitable consequence, and so it is under old-fashioned conditions, but under modern methods it becomes if not literally at least substantially possible. . . . It is found by experience that what student and professor alike want is, in nine times out of ten, not so much access to the best collection of books as access to a collection of best books. With adequate provision of such select libraries it is likely that 90 per cent of all open-shelf work will be done in these libraries. This means that only one out of the ten of the users need go to the stacks at all, and it is thus quite possible to provide without crowding that every reader shall have access to all the books that he wants. . . . This differentiation into stack collections and collections of books for special purposes is the actual line of evolution in the university library today, but the point at which development is least is in the matter of best books for undergraduate reading. The tendency has been in university as in public libraries to have in the reading room or reference room only the strictly non-circulating reference books. There has, however, of late, been a great expansion by including temporary selections of books for special courses or for essays and debates. This has been still further added to by the open book shelves with selection of newest books for reading. . . . Of course this differentiation in the university library is a troublesome and expensive matter. . . . But when all has been said and notwithstanding all the labor involved it is worth while. Not only does it relieve congestion and make it possible for all men to go to all the books they need to use whenever they need, but we realize nowadays how much education in books depends on suggestion from environment. The reference books that the average man uses and learns how to use are those that he finds about him and the books that he reads are likewise those that happen to fall under his attention rather than those which he systematically studies up for. To set out before a man, therefore, a select collection of books which he may handle is to do more for his education than any amount of instruction in what and how to read."

Open shelves in a college library. W: I. Fletcher. *Pub. Lib.* 12: 213. Je. '07.

The tendency is to abuse the freedom of open shelves, and with increase in the size of the library the keeping of the books in order grows more difficult, yet "I myself feel that a considerable amount of displacement, even of loss of books, is not to high a price to pay for the educational and cultural advantages of the free system."

Progress of open access. *Lib. World.* 8: 177-9. Ja. '06.

There is a slow but sure extension of the system of open access in all parts of the United

Kingdom. "The only reasonable grounds for municipal libraries committees refusing to consider the safe-guarded open access system are these:—(1) Unsuitable premises; (2) the cost and difficulty of discarding expensive apparatus once a library is committed to it; (3) incompetent officers; and (4) the labour involved in reclassifying a large library hitherto arranged in numerical or in some such unsystematic order. The first and second difficulties are in many cases insurmountable. The third requires discretion and tact in displacing old servants with new and scientifically trained ones. The fourth is clearing its own way. It is from the libraries that are committed to open access "that every advanced movement of the last ten years has sprung."

Week-end impression of open access. *Lib. World.* 13: 303-5. Ap. '11.

Accession.

Accession methods; a plea for standardization. E. W. Neesham. *Lib. World.* 8: 317-20. Je. '06.

A stock book should "show the history of every book added to the library, until its withdrawal." It will give stock number, accession number, date of acquisition, title, author, date of publication, number of volumes, department, donor or from whom purchased, price, discount, withdrawals and remarks. With such a stock book no donation book is needed. The accession book should give accession number and stock number, title, author, class number and remarks. If the library is closely classified cards are better than shelf lists because they are more portable, and not liable to congestion as shelf lists are.

Order and accession department; preprint of Manual of library economy, ch. xvii. F. F. Hopper. 29p. bibliog. pa. '00. '11. A. L. A.

Practical accession work. S. Pitt. *Lib. Assn. Rec.* 7: 68-71. F. '05.

A digest of this article is given under the heading Order department.

Records necessary for the small library. O. P. Coolidge. *Pub. Lib.* 14: 11. Ja. '09.

"If a library can provide but one record, the record which will furnish the most information in the smallest space at the least cost with the least expenditure of time, is the accession record, that is, the chronological list of the books in the library. Each book is entered in the accession record in the order of its receipt. The most satisfactory way of keeping this record is in the accession books supplied by the Library bureau. The condensed accession book, costing five dollars per 5000 lines, is sufficient. Every book (volume and edition) is listed on a separate line. The number of the line upon which the book is entered is taken as the accession number and this number is written in the book, usually on the page following the title page. The condensed accession book has space for the following entries: Date of accession, accession number, author's name, title of the book, place of publication and publisher, date of publication, paging, size, binding, source, cost, classification and book number, volume number and remarks. Some of these items may be omitted, particularly the paging and size, which require more time for entry than the others, but most of the items will be found useful for the correction of errors and for other information. Later, the binding items and the loss or withdrawal of a book should be noted. Thus the accession record shows the exact resources of a library and contains the entire history of every book. In libraries, where the minor records are not provided, the accession book may serve as a withdrawal, order and binding record, statistical record and gift book. The three most practical uses of the accession record are: (1) As a source from which the monthly and

Accession—Continued.

yearly reports can be compiled. (2) As a place from which to find the value of a book, which is lost and for which the borrower wishes to pay. (3) As a basis for insurance. In case of fire the insurance agent will demand a statement of the loss, and from the accession book, an easy record to save, the information needed can quickly be secured."

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bul. 2: 223-5. S. '08.

Standardization in accession methods. R. Duncan. Lib. World. 9: 83-7. S. '06.

Technical notes for small libraries. M. E. Hazeltine. Wis. Lib. Bul. 2: 44. My. '06.

"The condensed accession book has various columns that need not be filled out in a small library, where time is an important asset in library administration. The essential things to record of a book are the date of bill, author, title, publisher, date, sources, cost to library, the volume or copy, and the call number. The entries that can be omitted in the order of their least importance are place, size, binding."

Accounts.

See also Finance.

Cash receipts and petty cash. E. W. Neesham. Lib. World. 10: 248-51. Ja. '08.

A system of keeping accounts is given.

Hints on library accounts. G. H. Eustis. Pub. Lib. 10: 7-8. Ja. '05.

Uniform business methods. M. Dold. Cal. Lib. Assn. Handbook and proceedings. p 33-4. '09.

After considering the variety of systems and lack of systems of accounting in libraries, it is advised that every expenditure, even the smallest sum, should show authorization on the minutes of the meeting of the library board.

Acquisition. See Book buying; Book selection; Order department.

Administration.

See also Accession; Accounts; Advertising the library; Book buying; Book selection; Branch libraries; Cataloging; Charging systems; Classification; Finance; Fines; Library economy; Loan department; Order department; Organization of libraries; Reference work; Reports; Shelf lists; Statistics.

A. L. A. report on library administration. C. Marvin. Pub. Lib. 11: 554-5. D. '06.

Administration of a public library, especially its public or municipal relations. A. E. Bostwick. Lib. J. 36. 342-5. Jl. '11.

To gather the statistics presented in this article the author sent out blanks to all libraries (210) listed in table 22 of Bul. 5, 1909, of the United States Bureau of education. 192 replies were received.

Administration of a public library; preprint of Manual of library economy, ch. xii. A. E. Bostwick. 9p. pa. 10c. '11. A. L. A.

Aids to readers. R. T. Jones. Lib. World. 13: 225-33. F. '11.

The education of the child is begun by the school and is carried further by the public li-

brary. Anything the library can do in the way of providing amusement and education for the child is a matter of importance. For his benefit the catalog of the juvenile department should be made as simple as possible with annotations within the range of his understanding. School authorities and librarian should join forces in directing the reading of the child. The children's reading room should be made attractive with picture books and magazines. A semi-open-access system is recommended. Whether the lending department of the library be "closed" or "open-access" the librarian should seek always to bring the public into close contact with books. An extra card on which any book other than fiction may be drawn is much appreciated by borrowers. Special reading lists on subjects of timely interest and analytical entries added to the general catalog increase the usefulness of the library. Open-access in spite of its disadvantages, viz., danger of theft and increased wear on books, seems to be coming rapidly into favor. The newspapers selected should cover a wide range. Special attention should be paid to local interests. In Liverpool, for instance, journals of shipping and commerce are in great demand. A plan of exchanging expensive magazines has been adopted by some libraries. In the Liverpool library the reference books most used are placed upon counters around the room where visitors may have free access to them. In making up magazine lists it has been found that a grouping by subject is helpful. A person desiring information on the building trades will find all the periodicals devoted to that subject grouped together. Book exhibits and free lectures have both proved to be valuable aids in making known the resources of the library.

Business end of a library. A. A. Pollard. Lib. J. 31: 311-5. Jl.; Same. Pub. Lib. 11: 355-9. Jl. '06.

The librarian in addition to other duties must learn those of a business man. He should learn to meet criticism fairly not as personal antagonism. He must be responsible for mistakes of assistants. He should meet the business world in a business way and win the respect of the community as a business man. He should act for the board in seeing that contracts for work, supplies, materials, etc. are properly carried out and he should examine all bills and claims against the library before they go to the board. The success of the board meeting depends upon his business preparation for it. Even if the library bills are paid by the city treasurer, the librarian should have exact records of every transaction and in case of trouble should seek counsel from board members. "The librarian and the board should keep ever before the minds of the representatives of the city's government the use of the library, else the support of that institution is apt to be variable." All rules of the library and regulations of the city touching the library must be enforced and complied with by the librarian. Especially important is the properly written letter (with its copy) which serves as a permanent and detailed record of the business handled by the librarian.

Business methods in library work. A. McKee. Neb. Lib. Bul. No. 4: 14-6. F. '07.

Business letters should be as concise as possible. All letters received with copies of replies should be kept on file. As a rule do not buy subscription books. Patronize home dealers if possible. Keep a card list of books likely to be wanted as from such a card list an order list can very easily be made. Use printed forms as much as possible. Make a monthly report in tabulated form to the trustees. Make few rules and then insist on their observance.

Central control of libraries and its advantages. J. F. Hogg. Lib. Asst. 6: 131-5. Je. '08.

Administration—Continued.

Changes in methods. T. Hitchler. Lib. J. 35: 244-7. Je. '10.

Combining administrative departments. M. Dewey. Pub. Lib. 14: 21. Ja. '09.

Committee work. W: Law. Lib. World. 12: 127-9. O. '09.

Common sense in library matters. L: N. Wilson. Pub. Lib. 14: 168-73. My. '09.

Notes on this article are given under the heading Libraries, Use of by the public.

Essentials and non-essentials in library work. J. Lichtenstein. Lib. J. 30: 399-403. Jl. '05.

Simplification in library practice is gaining ground. One large library has combined the order and accession record on the order card which is filed away by accession number after the receipt of the book. Catalogs often contain non-essentials as date of birth and death for authors which are sometimes mistaken for book numbers. Books do not need elaborate stamping and marking. The shelf number may be lettered directly on the book. A guarantor's signature is not an essential. Open shelves save time and are more satisfactory.

Essentials in library administration; comp. by L. E. Stearns. (Library handbook, no. 1.) D. 103p. pa. 15c. '05. A. L. A.

This handbook is addressed primarily to untrained librarians and to library trustees. An index to the contents is a useful feature.

Financial condition of German libraries. Lib. J. 31: 274. Je. '06.

Formal votes of the congress of archivists and librarians, Brussels, 1910. Lib. Assn. Rec. 12: 484-9. O. '10; Same. Lib. J. 35: 454-60. O. '10.

Insufficiently-developed points in library practice. A. R. Corns. Lib. Assn. Rec. 11: 257-63. Je. '09.

"One cannot help but notice in some of our public libraries a tendency to yield too much to the popular taste in reading. Popular books are purchased in profusion, but the great books, the books of all times, the aristocrats of literature, are too often absent. The great danger of what we know as 'popular books' is the contentment they engender: the public find them easy of grasp, necessitating no great call on the mind, with the result that the desire for books of a higher standard almost entirely dwindles away. . . . What I urge now is that the 'popular books' should not be provided in such numbers as to deaden the desires of the borrowers for books of worth and value. . . . In my opinion it is not for libraries slavishly to follow the public taste, it is theirs to create, stimulate and satisfy." Failure to make the resources of the library known to the public explains why many worthy books remain on the shelves. The catalog should bring out the contents of the books and periodicals minutely.

Labor savers in library service. F. K. W. Drury. Lib. J. 35: 538-44. D. '10.

Good organization is the first essential in the saving of time. Next comes a thorough understanding of the rules, regulations and the routine of the library. All rules should be kept on file in the librarian's office. For cleaning stack rooms use a vacuum cleaner. There is now a special attachment which takes up dust from the tops of every volume,

plain or gilded. An inter-department telephone is superior to any system of speaking tubes or bells. A dicta-phone will save time in the dictating of letters. The writer's recommendations in the matter of duplication of written matter, circulars or lists are: "For from 1 up to 5 use carbon; from 5-25 use duplicator; from 25-100 use mimeograph; from 100-1000 use printograph, multigraph or the machine at hand; from 1000 upward use the printing press." His caution is, do not be too enthusiastic over the use of any of these devices. The saving may be only apparent. "In the end it all comes down to the cost of the time of the person who runs the machine." Much time could be saved thru cooperation. "There is a great waste going on thruout the libraries of the country through lack of cooperation in issuing reading-lists and it will not be long, we believe, before annotated lists will be compiled by some central authority (why not the A. L. A. publishing board?), and printed with the name of the library on them for distribution." Addressing machines will be found useful if there is a large mailing list and they can also be used in other departments. Rubber stamps are an essential in library economy and a set of moveable rubber type can be put to many uses. In making signs a sign marker will save time, or gummed letters, which come in all sizes, may be used. In the order department a typewriter is indispensable and an adding machine, while expensive will probably pay for itself in the time, work and worry it will save. In the matter of the accession book, the writer describes the method followed in the Chicago public library. "There, all duplicate bills are pasted in a book in the order of accession, thus forming an accession record for all books received from their regular agents. Before each item on the bills an even accession number is stamped. In another book the odd numbers are assigned to books received in other ways, as by gift and from miscellaneous agents." In the cataloging department the typewriter has come to stay, and the use of Library of congress cards is, of course, the great means of time saving. In the reference department vertical files should be used for all maps, clippings, pictures and material of a similar nature. Libraries with branches have an added problem in that of transportation. One auto has been found to do the work of three wagons, and telephones in all branches are, of course, essential. It is the small library, pressed for time, that has most need of these suggested labor savers.

Librarianship in the future. W. Powell. Lib. Asst. 5: 135-9. Jl. '06.

A standard system of classification is greatly to be desired. If the question of which is the best type of a catalog for a public library were settled by a properly constituted authority the public would be gainers. Every library should have a local collection. Above all uniformity in practice is a thing to be desired.

Library administration on an income of from \$1000 to \$5000 a year; economics in plans and methods. M. W. Freeman. Lib. J. 30: C64-8. S. '05; Same. Pub. Lib. 10: 394-7. O. '05.

The first requisite in any plan for economical expenditure is a trained librarian, then one or more apprentices to be trained for assistants. Other requisites are: open shelves, doing away with call slips, simplicity in the matter of records and catalogs, dispensing with labels and call numbers for fiction and securing a competent janitor. It is in the purchase, binding and rebinding of books and periodicals that the largest saving may probably be made. "For the smaller libraries at least, a tentative division of not more than one-fifth of the income for books, and say two-fifths each for salaries and maintenance, seems about what our actual experiences makes possible."

Administration—Continued.

Library administration on an income of from \$1000 to \$5000 a year; essentials and non-essentials. S: H. Ranck. Lib. J. 30: C58-63. S. '05; Same. Pub. Lib. 10: 397-401. O. '05.

"The governing board of the library . . . and the librarian should have a full understanding of the functions of each, for both have very definite duties to perform in the administration of a library. . . . The board should determine the general policy of the library and its administration, regulate the scale of expenditures, salaries, etc. . . . The librarian should be the executive officer of the board, and as such be responsible to them for the execution of the plans and purposes of the library. . . . It is essential that adequate records and accounts be kept of all money received and expended, so that an intelligent report of one's stewardship can be given at any time. . . . The foremost essential in the administration of a small library [is] a librarian with training and experience. [Then] the right books will be bought and guided intelligently and sympathetically into the hands of the people who really need them; every part of the work will be characterized by economy, accuracy, and efficiency—economy in the matter of binding, the purchase of books and supplies, the use of materials and in methods of work; accuracy in all the details of cataloging and record; and efficiency in making the library a real vital force in every phase of the life of the community."

Library administration on from \$1000 to \$5000 a year: discussion. Lib. J. 30: C177-8. S. '05.

Library efficiency. N. Y. Libraries. 3: 2-3. O. '11.

Library efficiency under new conditions. H. O. Brigham. Lib. J. 35: 302-9. Jl. '10.

Library house-keeping. A. Farr. Minn. Pub. Lib. Com. Notes. 9: 34-5. D. '06.

"To insure order in a library we must see that the books are in their proper places on the shelves and standing on their feet; that they are whole and as clean as possible. We must avoid an accumulation of useless material. . . . We must be careful that all our records are clear and complete."

Library machinery vs. human nature. Dial. 50: 75-7. F. I. '11.

"Between the mechanically perfect-running but otherwise worthless system by which a nickel-in-the-slot apparatus would furnish any desired book, pamphlet, periodical, or piece of information, automatically registering the loan and return of books, and the unorganized, chaotic, hap-hazard way of conducting a library, there is surely a happy medium; and this happy medium, with its maximum of quiet orderliness and frictionless efficiency, and its minimum of red tape and vexatious restrictions, every earnest library worker is more or less consciously striving to attain."

Library militant. H. L. Koopman. Pub. Lib. 10: 331-5. Jl. '05.

"The militant conception of the library means, therefore, that when a book has been placed on the library shelves it is not forgotten, but, so long as it has life in it, will be subject to service and will be called upon. . . . A book is alive just so long as we can utilize it. . . . After we have acquired our books, we must make them doubly ours by intellectual ownership; and this means librarians that know more, and more of them, with more leisure in which to extend their knowledge. . . . [We must] be able at once to focus the resources of the library on any subject.

. . . [Then we must] so advertise the library that every person in the community shall know of its existence, shall realize that it has something for him, and shall make a trial of what it offers."

Library politics. J: Ballinger. Lib. Assn. Rec. 7: 482-93. O. '05.

Internal reforms are needed as to loaning books. It is not essential that only one book at a time should be loaned to one person or that he bring back the books at the end of two weeks. Maintenance charges absorb too large a proportion of the penny rate. The rate should be increased.

Library's place in the municipality. Pub. Lib. 10: 300-2. Je. '05.

Limitations of the branch librarian's initiative. C: H. Brown. A. L. A. Bul. 5: 105-9. Jl. '11; Same. Lib. J. 36: 333-6. Jl. '11.

Notes on this article are given under the heading Branch libraries.

Manuale per le biblioteche popolari. Et-tore Fabietti. D. 112+76p. '08. Milano, Consorzio delle biblioteche popolari (Riparto provincia). Review. Lib. J. 34: 313. Jl. '09.

This is a plain, practical, common sense book of instruction and advice, an Italian 'Hints to small libraries, decidedly curious and not without interest to American libraries. After a discussion of what a 'biblioteca popolare' really is and wherein it justifies itself as an economic and educational force, the author gives an historical sketch of the free public library abroad and at home. This preliminary matter is followed by a chapter on 'How to form a free public library' and another on 'How to conduct a free public library.' . . . There is a suggested constitution for a library for a city and another for one for a smaller community; a typical building plan, suggestions as to furniture, staff, administration, binding, periodicals, classification, accessioning, cataloging, withdrawal rules, registration, reference use, statistical forms, inventories, etc. The second part of the book consists of a selected list of books suitable for a library of 1000 volumes, 300 of which are indicated as recommended for a library in a small rural center; an alphabetical arrangement by authors (1) of general works for adults, (2) children's books, (3) scientific and technical works, (4) reference works. H. M. L. Library Journal.

Margins in library service. C. M. Rawlins. Pub. Lib. 15: 47-50. F. '10.

Notes on this article are given under the heading Libraries and schools.

Organization and administration of the college library. L: R. Wilson. Lib. J. 36: 560-5. N. '11.

Notes on this article are given under the heading College libraries.

Organization of labor within libraries. M. L. Jones. Lib. J. 33: 171-3. My. '08.

Under the autocratic system of administration the staff exists to carry out the plans of its chief who alone sees the work as a whole. This system needs but few trained and experienced assistants. Efficiency, accuracy and dispatch may be attained in simple things only. This is the old system. Under the other system not only supervision is delegated but also responsibility and initiative "and not only delegated, but redelegated down to the last messenger boy. The constant endeavor is to make each individual on the staff see the work more or less as the librarian sees it—that is, in its entirety." Each member of the staff must have

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not only technical training but also experience. "Shorter hours, longer vacations and greater freedom from routine must likewise be granted."

Too much independence of departments with limited supervision may result in a lack of correlation. Duplication of effort and loss of efficiency is likely to result. From a financial point of view it frequently proves extravagant, even when tested by results. On the other hand, where one personality prevails, there may be a lack of vitality in the work. Indifference on the part of the librarian to any phase of activity may result in positive neglect on the part of those to whom the task is assigned. Where freedom of plan and freedom of execution of plan is the key-note, the very indifference of the chief to any line of work may prove a spur to the staff to develop it to its utmost, thereby forcing its recognition."

Politics in library management. Nation. 84: 241. Mr. 14, '07.

A statement that where political favoritism exists the librarian is a lobbyist who must flatter and cajole and grant special privileges to his board. Appointments under such a regime are made not by merit but for personal reasons.

Practical economies and publicity. H. C. Wellman. Lib. J. 33: 240. Je. '08.

Practical problems in reorganization work. C. E. Rush. Lib. J. 35: 36. Ja. '10.

"Every public librarian should be duty bound to furnish the most economical administration possible and enlarge the use and value of his institution in every way that he can. Conditions are changing. Democratic days have come. Public libraries are supported by and for the people—people who are becoming well aware of their rights of ownership and the privileges that they should enjoy. A system that entails a large amount of detail and time on the part of both patrons and library assistants will annoy them as a barrier and as an added expense in the annual appropriation fund. It is well to consider the increased amount of good that can be done and the growing popularity that will be awakened in simplifying the less essential points in our systems, and yet insure the safety of our entrusted property and the accuracy of statistics that are actually helpful. The problem of statistics must arise. All will acknowledge that a certain few are useful, such as contents of the library, additions and withdrawals, daily circulation, receipts and expenditures, total number of borrowers and a few other minor ones that can easily be obtained. But why consume time and labor in accomplishing and tabulating page after page of bare figures that are of such little use in making a library larger and better? . . . Perhaps the printed annual report is also, in many cases, of little appreciable value. For the small libraries, the printing expense is far too large to be considered. Their reports can be easily printed in the newspapers, which will answer every needed purpose. One printed report in three years should be sufficient for the majority of medium-sized libraries. . . . Many libraries over the country have considered the regular accession book as unnecessary, and are satisfactorily keeping their accession records by means of bills or in various combinations of order and shelf records. But in case the bills are not on file at the library and the order cards are of value for other purposes, it is generally more convenient to make use of the accession book. For ordering new books an excellent labor saving method has been devised. Draw up a special order-card-form to be printed on three colors of paper, the first two of thin but firm paper and the third of regular card material. Arrange regularly in pad form and with the use of two sheets of carbon paper, two extra impressions can be made while writing one. The original is used to order the book,

the duplicate goes to the Library of congress as an order for the L. C. cards, and the triplicate remains at the library as an order record. . . . The small and medium-sized libraries having open shelves find very little demand for detail on their catalog cards. They are called upon more often to explain the hidden meanings of confusing marks, letters, figures and abbreviations than to give still further information. For them the catalog is of use only as a brief indication of what the library contains and where to find it. . . . It seems wise to use the Library of congress cards whenever possible, and now more simple local cataloging is being recommended. The question of consistency will naturally be raised at once, since the L. C. cards are well supplied with minute detail. The difference must be regretted of course; but the printed cards add very little confusion when filed among a large number of simple cards, because of the clearly printed form, the choice of type and the distinct separation of author and title from the imprint, which make them much more easily understood than type-written cards bearing the same amount of matter. Why bother ourselves in forcing absolute consistency in this one thing? We are never thoroughly consistent in other things. . . . Care must be taken in libraries destined to grow rapidly to classify closely enough and assign book numbers large enough to avoid future confusion. There is often the danger of adopting too few changes, particularly in cataloging and classification, that are known to be helpful and wise, simply because of the idea that all previous practice must be adhered to. . . . The abolishment of the guarantor system for adult applicants removes a larger barrier between the library and the public, and the few additional books lost during the year amount to a mere trifle compared with the increased amount of satisfaction and growth which comes to the borrower and the library. . . . Another change which should be considered is that of the time limit on borrowed books and the number of books that can be drawn at any one time, except in the case of a small library that must lend sparingly in order to furnish a selection of books in demand. The allowance of two or more books and the privilege of keeping them for a month, except those limited to seven days, give marked satisfaction. . . . After all, why shouldn't a borrower read what he likes best from a well-selected collection of books, even though he does often choose a book in the story form? If it is a pleasure and a rest, why shouldn't he be allowed to read two books at a time as well as one? With what assurance can any librarian insist that it is not good for a borrower to read a work of fiction without taking regularly an antidote of non-fiction? . . . The extensive use of the picture bulletin, which has of late received so much attention, is now being met with less and less favor in many quarters. The use of an occasional bulletin, illustrating some subject of special interest, has been found to accomplish more good than a continuous use of a great many. The story-hour is another feature with a temptation that often demands unnecessary time and labor on the part of the assistant in charge. The one purpose of the stories is to attract children into the library and to lead them to the enjoyment of more genuine literature. A moderate use of the library story-hour creates a certain amount of spreading interest among the small people of the community and shows results in the number of new applicants and in the better classes of books read. But overdoses of it are apt to deaden the interest and the good results."

Public libraries and politics. G: F. Bowerman. Nation. 84: 287-8. Mr. 28, '07.

A reply to "Politics in library management." Mr. Bowerman says that he believes libraries in general are freer from politics than any other branch of public service. "Of course,

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every chief librarian who finds his greatest delight in conducting his library efficiently, regrets that he must spend so much time in securing appropriations from reluctant legislative bodies." If library assistants are better equipped in mechanical dexterity than in literary attainments it is because the salaries paid are so small.

Public library as a municipal institution: from the administrative standpoint. H. G. Wadlin. Lib. J. 31: C30-4. Ag. '06.

"The administration of the public library as a municipal institution, in American cities . . . tends inevitably toward (1) bringing back the book close to the people by means of an organization comprising a central library and outlying branches, coordinated under a single administrative head; (2) the confining of restrictions upon access to the book in the building or upon its circulation to the narrowest possible limits; (3) the cultivation of the library habit within the largest possible constituency; (4) direct educational work with the children and with the untrained of adult age; (5) the promotion of the use of books as helps toward enlarging the power of the individual, industrially and otherwise, and toward raising the standard of citizenship and civic responsibility; and, finally, the development of a higher literary taste among readers and the stimulation of love of reading among those who have not heretofore felt this inspiration."

Public library as a public service. Pub. Lib. 10: 480-1. N. '05.

"Details of service will be tried by the test of public advantage. The selection of books and their arrangement to catch the public eye will be determined by this consideration. In this spirit our very catalog becomes human and responsive, not to be judged by rules but by fitness. . . . Hours of openings and furnishings will be designed to make the public happy and comfortable in their own place. The attendants will be gracious and personally pleasing."

Report of the A. L. A. committee on library administration. W. R. Eastman, C. Marvin and H. C. Wellman. Lib. J. 30: C102-6. S. '05.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bul. 2: 222-31. S. '08.

Report of the committee on library administration. W. R. Eastman and others. Lib. J. 31: C146-53. Ag. '06.

This report deals with what the reports of a library should include. Samples of printed forms are given.

Report of the committee on library administration, 1907. W. R. Eastman. A. L. A. Bul. 1: 159-62. Jl. '07.

Report of the committee on library administration, 1909. C. Bacon. A. L. A. Bul. 3: 203-15. S. '09.

The report gives data on apprentices, bulletins, cataloging, Library of congress cards, inventory, loan department work, open shelves, shelf-list, withdrawals, work with schools.

Report of the committee on library administration, 1911. A. L. A. Bul. 5: 91-7. Jl. '11.

Ruts and how to avoid them. A. G. Rockwell. Pub. Lib. 10: 339-43. Jl. '05.

"Our library methods need occasional examination to see whether we are taking the shortest practical line to the best possible end. . . .

The librarian is helped by association meetings, library periodicals, frequent visits to other libraries, and the habit of giving a cordial welcome and consideration to every fresh idea and suggestion from public or staff. . . . If there is not money for both, buy fewer books about artists and painting, and more pictures, not only for adornment and exhibition, but for home and school use. Illustrated periodicals, especially humorous ones, are worth the sacrifice of some heavy reviews. . . . Whenever the library helps a man to do his day's work easier or better or to add 10 cents to his wages it makes a friend. Books on amateur handicraft are numerous nowadays; basket and bead work, embroidery, model boat building, wood carving—almost anything is worth while which will substitute active doing for the passive reception of ready-made ideas. . . . Another rut which we might well abandon is the opening of our libraries at 9 or 10 a. m. and the closing at 9 p. m. Stores and offices are generally open at eight o'clock, and the earlier hour would often accommodate teachers, pupils and early shoppers; and 9 p. m. is not, at present, the universal retiring hour. Of course the expense of additional help in the staff and cleaning departments would require consideration. . . . The rut of exclusiveness is one to be avoided. Cordial co-operation with every institution which makes for the higher life should be our aim."

Selection and cataloging of books. E. F. L. Gauss. System. 10: 439-42. O. '06.

A description is given of the processes which any library, large or small, uses for the buying, classifying and circulating of books.

Simple methods. E. E. Ledbetter. N. Y. Libraries. 1: 13-5. O. '07.

Suggestions for the smallest libraries. C. M. Hewins. Conn. Pub. Lib. Doc. No. 8: 38-46. 1901.

Useful hints are given concerning the selection, purchase, accessioning and classifying of books, registration of borrowers, making of shelf-list and catalog and issuing of books to the public.

System in the library. A. E. Bostwick. Lib. J. 34: 476-82. N. '09.

The library exists for the public. Business methods would enable it to serve the public better. Regulations are not designed simply to make work easy and pleasant for library assistants unless there is a corresponding gain to the public. A library should be thoroughly organized, so that no smallest part of its machinery shall slip and curtail the efficiency of the whole. "Any kind of system that will make a store work better is worth looking into by a librarian. Statistical methods should show what the library does, and where the weak places in the machinery are. Members of the staff should learn to economize time, and should not use business hours for conversation. System requires the conservation of library property—the continual upkeep of buildings, furniture and books, rather than the neglect, and final destruction so common. Dirty books should not be permitted to belong to the library."

Things that matter; an attempt at a study in values. T. W. Elmendorf. Pub. Lib. 14: 281-9. O. '09.

Notes on this article are given under the heading Librarians and assistants.

Trend of modern library work. Spectator. Outlook. 80: 859-61. Ag. 5, '05.

Volksbibliotheken (bücher-und lesehallen); ihre einrichtung und verwaltung; mit 7 abbildungen. (Sammlung Göschchen, 332.) E. Jaeschke. T. 180p. il. '07. Göschchen, Leipzig.

Administration—Continued.

Who's who in the library. J. L. Woodruff. *Pub. Lib.* 14: 81-4. Mr. '09.

"The question that produces the most friction between directors and librarians is probably that relating to the selection and purchase of books and periodicals. . . . The function of the board of directors concerning the selection and purchase of books and periodicals should be: to define the general policy of the library concerning their character and kind. . . . To fix the amount to be expended. . . . To determine the policy to be pursued concerning dealers. . . . To approve special and extraordinary purchases. . . . The librarian, as the executive officer of the board, should: Be granted the utmost freedom in the carrying out of the general policy. . . . Be considered an authority on the needs of the library. . . . Exercise unrestricted censorship. . . . Be the purchasing agent of the board."

Work in a small library. B. M. Kelly. *Pub. Lib.* 14: 45-9. F. '09.

"The librarian in a small town who shuts herself in her own little room, or, if she has no room, turns her desk around so that its back effectually shuts her off from the public gaze, while she figures how to reduce her fiction per cent, and makes out lists of 'masterpieces of literature,' 'books one ought to read,' may have her shelves filled with the masterpieces, and the machinery of her library move with perfect ease and quietness, but the dust will gather on 'the literature,' her lists will be rarely used, her library become unpopular, and her influence be nil in that community. Get in personal touch with your people. Whirl your desk around so that you may see everyone who enters the library, and if you have time for nothing more than a smile and nod, let no man, woman or child pass without recognition." The subordination of methods and routine to the personal touch is emphasized. Inside and outside of the library, the librarian should know all the people—business men, teachers, working people, boys and girls. Simple methods of charging and registration, cheerfulness and courtesy at the loan desk are essential. An interested library board—one that meets often, is greatly to be desired. Antagonism to the library may be reduced by keeping people informed as to what the library is doing. The things that count are the librarian, assistants, trustees, and the people.

Advertising the library.

See also Exhibits in libraries; Library extension.

Advertising a library. J. D. Stewart. *Lib. World.* 13: 69-71. S. '10.

An attractive building in a good location is the best advertisement a library can have. People attracted by its exterior will visit the library, and, once inside, the librarian and the staff have their opportunity to influence them to stay by effective administration and courteous treatment. "Literary" advertisements of the library may take the form of printed cards to be distributed in shops, public buildings, etc., notices and articles in the local press, annotated reading lists on subjects of general interest. A new suggestion for the utilization of the local press is as follows: With a brief statement of the library's facilities, have the paper print the form of application for a reader's card. This form may then be filled out and presented at the library. The publications of the library, including the annual report, may be made sufficiently attractive and interesting to be of value as advertising matter. Library lectures have proved effective in attracting new people to the library and in directing their reading.

Advertising libraries. C. A. Hayward. *Pub. Lib.* 14: 7-10. Ja. '09.

"The library has become aggressive and to make itself known, to advertise itself, has be-

come such a burning question that every librarian gives it his attention, and the Albany library school now includes advertising in its course of study. . . . The traveling library is a great factor in spreading the use of books. . . . The people most anxiously pursued by the librarian with the up-to-date advertising idea are the workers. . . . These are the people with whom to establish a feeling of cooperation. The newspaper is considered by many the best medium of advertising, for the library as for trade." One library sends "circulars to proprietors of industrial establishments requesting a visit from some member of the firm and suggestions for books useful in their lines, with the intimation that it would be highly appreciated by the librarian and trustees, and using the occasion to call attention to the large number of books in the library on all subjects. . . . Brooklyn library places placards in stores, factories, and any other available place, where they will be sure to attract attention, giving location of its various branches and other information regarding the library, its resources and privileges. Another issued a leaflet which brought the library to the notice of visitors to the state fair. . . . Any library having lecture and exhibition rooms has much of this advertising problem solved. . . . A personal interview is reasonably sure to give results. . . . Perhaps the most important phase of library advertising lies in gaining the cooperation of the schools, for the library habit acquired in youth will stick. . . . People who have much idle time on their hands and yet must be at their post of duty, as, for instance, firemen, should be the objects of special solicitude. . . . The live librarian will study the conditions of his own town, and specialize to a certain extent according to those conditions. . . . But when all is said, the last and best part of advertising lies in not disappointing your advertiser, when you have caught him. When with infinite trouble you have convinced your public that the library is full of treasure that is theirs, it is tragic if their first approach is met by the blighting frost of indifference on the part of the attendant."

Advertising methods used by libraries. J. L. Strange. *Penn. Lib. Notes.* 3: 2-7. O. '10.

In a small town the librarian is the advertisement for her own library. She attends social gatherings and her interest in people and their affairs brings them to the library. In a city it might be well to have an official library advertiser whose business it would be to know people and keep in touch with them, to post library notices and lists of books at all conventions, to advertise the use of the telephone in connection with the library, to see that foreigners know about foreign books, etc. The Pittsburgh library distributes free printed lists of books on special subjects. It advertises thru special exhibits, it has a collection of trade catalogs in the technical reference department, and in spring an exhibition of seed catalogs. It writes special stories for the Post about library incidents and happenings, and it has posters in public places.

Advertising the children's room. L. M. Sikes. *Lib. Occurrent*, No. 10: 1-2. D. '07.

"The children are the best advertisers of the children's room. . . . Of inside aids to advertising. . . . the story-hour is the strongest. . . . All picture bulletins and exhibitions advertise the library. . . . Outside the library itself, the best and most effective advertising is done through the medium of the public schools."

Bulletin work of the Plainfield (N. J.) public library. E. L. Adams. *Lib. J.* 31: 23-4. Ja. '06.

The Plainfield library gives to each of two local papers about three-quarters of a column each week. The space is filled by articles on the work of the library and by lists of various sorts. The lists are often annotated. This

Advertising the library—Continued.

work requires a good deal of time and thought but it pays even tho the results are intangible. "It keeps the library before the people; it has improved the quality and increased the quantity of books read; it has increased the number and value of gifts; it helps to convince people that the public library is the place to go for material for an editorial, a sermon, a paper, or debate; for books which will help one in one's occupation in life, be it trade, profession or business; or philanthropic, religious or municipal work in which one may be engaged."

Creating a demand by supplying it. F. Duren. Ia. Lib. Q. 6: 13-7. O. '10.

The efficient librarian is the one who is ready to supply the demand as soon as it is made, and not only that but she creates a demand for her books. One way to do this is to know intimately the books and their contents, then the right person can be told about the right book. One plan is this: "To each club member personally has been mailed a copy of the references on his or her particular topic, with a note inviting them to the library to use this material; a duplicate copy of the list is placed on file at the library. This has cost time in the preparation of the material, time in writing the letter, postage; but already we feel that it has been worth while from the hearty response to our efforts which has been received."

Experiment in library extension. M. W. Freeman. Pub. Lib. 15: 56-8. F. '10.

"A Southern electrical and industrial exposition was held in Louisville. This incident gave to the Louisville free public library its moment of opportunity for developing and making known its group of books on technical subjects. A selected list of the most recent and practical books in the library was compiled and brought closely to date by the purchase of a number of additional 1908-1909 publications. In the selection of new titles, the help of an expert electrical engineer, a special consulting engineer, the superintendent of a large machine shop and one or two other men familiar with the literature of their specialties was asked and freely given, and their friendly interest added to the personal assets of the library." The reference librarian visited these establishments, talked with superintendents and foremen, who arranged for the distribution of the lists to their employees. As a result more mechanics have registered at the library and its branches since the distribution of the technical list than in any three equal periods of time before. The main library is drawn upon by the branches daily for technical material. A number of young men have been stimulated to increase their efficiency and earning-power by personal reading and study or by taking up correspondence-school work. The library is conscious of an increased respect and interest on the part of manufacturers and employers of labor. "The little booklet of 32 pages lists magazines as well as books on the subjects included, has an alphabetical index and a brief introduction headed Facts about the library. . . . At the exposition in the city armory a small booth with a conspicuous sign was given the library, and copies of the list distributed to interested passers-by. Copies were also placed in various centers of attraction for technical workers, such as the wireless telegraph station and the large machinery exhibits. The wireless expert gave the booklet his approval for its inclusion of Fleming on radio-telegraphy, and between messages helped boom it. At the library booth many interesting questions were asked. As a medium for bringing the library before the larger public as a source of practical information, the exposition display of the list was a success. . . . With the aid of the classified telephone directory, a list was made, on slips, of all the more important machine-shops, electrical concerns, foundries, factories and the like, with name of superintendent, and the slips classified by locality.

For dealers in intellectual wares. World's Work. 12: 7484. My. '06.

At the Enoch Pratt free library in Baltimore "Every month a collection of books of some particular kind is put in the delivery room, where visitors can easily see it. In January, it was a group of books on the fine arts, and the number of these volumes taken increased that month from 478 to 662. In February it was essays and miscellanies, and the increase was from 630 to 829. In March, it was biography, and the increase was from 535 to 731. In April, travel—increased from 206 to 470. Other libraries have proved the same fact—that when any kind of books is made easily accessible, the demand is greatly increased."

How shall the library help the working man? A. L. Bailey. Lib. J. 32: 198-201. My. '07.

Use the local press, especially the labor papers if there are any published in your town. If there are no labor papers work thru the trade unions. Thru their secretaries you can place in the hands of "the members such literature," as you think will interest them in the library. Try placing small printed cards in the pay envelopes of the men. Most managers will allow this. Repetition counts in this as in other kinds of advertising. If possible tell the workmen "by word of mouth what the library is." Special lists are very efficacious. They should, as a rule, be short, and occasionally of a general character, "containing all sorts of books, including fiction, but generally they should be on some special subject. . . . Often a man does not realize that there are books dealing with the trade whereby he gets his daily bread and butter."

Library advertising. G. F. Bowerman. Pub. Lib. 10: 335-9. Jl. '05.

If the building has a library hall allow all proper organizations to use it freely, encourage clubs to use the reference rooms, use bulletin boards in adult reading-rooms, "hang in each school-room a large card containing a selection from the list of books in the school system, supplemented with an invitation to use the children's room. The constant use of the newspapers as often as their columns are opened, and as often as you have anything worth printing, will reach more people than any other means. . . . The library need have no objections to the distribution of subject lists issued by publishers."

Library advertising. E. Carver. Penn. Lib. Notes. 2, no. 3: 2-5. Jl. '09.

"Tell the people who come to the library of some of the attractive things you have of which they know nothing. Take time to talk to your patrons, find out their hobbies, their worries or their work, then you will be in a position to suggest something they are sure to like. This takes time and may not be practical in a large library but we have found it is in a smaller place where you can learn to know individually your patrons. . . . Asking one man the other day what he would consider the best way to get at him, if he were not a user of the library, he brought forth this idea—that lists of subjects, not books, should be published, and that these subjects be not stereotyped but unusual ones, as the workman often has ideas outside his daily business, and in such a list every one would find something to excite his curiosity and make him think of possible things that might be found at the library. . . . We make it generally understood that if the library cannot cover the subject matter desired, we will make every possible effort to obtain the required information. Just here we have had many occasions to appreciate the co-operative spirit among our library neighbors. When such material is received we immediately send word to the person interested by telephone, if possible, or by note. If a book is bought that has been recommended by anyone, a card is sent

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that person and as many others as we feel would be interested, saying that the book is in the library. When buying books we, of course like everyone else, think of somebody or a number of bodies who may make use of them and when one of those same somebody comes into the library attention is called to the books and we tell them we had them in mind in selecting that book and give them a reason therefor. . . . Lists of our new books are placed in the bowling alleys and billiard rooms. . . . In approaching the public directly, the newspapers are used—we have two dailies and one has given us a corner just above the society items—two columns wide and depth according to the amount of material submitted. Here we print lists on special subjects—humorous things, not too personal, that have happened in our own or another library—annotations of some of the interesting things in print—limited lists as 'Twelve good books for the school girl'—'Stories popular among the men'—'Ten different women at the library who tell you how to make good things to eat'—the effort being to have different things each time as this appears regularly each Saturday. When enough new books have been gathered to make a list it is printed simultaneously in both papers and one of them saves the type and prints it in bulletin form at the rate of fifty cents a hundred. These are distributed to our patrons who, by saving back numbers can have a primitive catalog of the later additions to the library."

Library advertising. B. B. Silverthorn. Vermont Lib. Com. Bul. 6: 5-6. Je. '10.

"A simple and effective way of advertising the library is the posting of plain placards stating the hours of opening, in the post office, the hotel, the railway station, and even the shops. . . . The local newspaper is always glad to help the library and the people in touch by means of frequent or regular items concerning recent and interesting accessions to the library, references to current topics, finding lists on special subjects, and other notices of library activity. . . . Whether a library has a lecture room or not, lectures or informal talks may be arranged. These are always free and noted in the newspaper beforehand. In every town there are specialists who are usually willing to be pressed into service. Persons just returned from Europe are a gold mine, and they can illustrate their experiences with pictures and post cards. . . . The children's story hour is a good advertisement as well as a splendid activity. Curb your enthusiasm and do not have them too often or the stories too many or too long. . . . Exhibits in co-operation with lectures and special collections of books, or independent, are another feature of library advertising. . . . Circular letters to persons you especially desire to attract and are able to help, are effective. Grangers, club-women, teachers, Sunday school workers, business men, and house-mothers are some of them."

Library advertising. M. Sterner. Minn. Pub. Lib. Com. Notes. No. 5: 11-2. D. '05.

Library and the county fair. Wis. Lib. Bul. 7: 182-3. N. '11.

Library publicity. N. Y. Libraries. 2: 100-1. Ap. '10.

Library publicity. H. L. Carnahan. News Notes of Cal. Lib. 5: 379-81. Jl. '10.

"If expensive newspaper publicity pays the merchant, the same kind of publicity, for the most part free, should pay the library. Library news, book reviews, any item about a public institution in which the whole community is interested, is good newspaper stuff, the printing of which is of as much advantage to the paper as to the library. If a part were straight ad-

vertising matter, charged for as such, it would be justified by the results and would find a precedent in many other departments of municipal government. Every ordinance is published, so also are notices of most public purchases and improvements. If dodgers distributed by the grocer at heavy cost, move his groceries, will not the same character of advertising distributed free by the patrons if put in the books, perform a similar service for the library? If an attractive display of merchandise, with placards reciting the reasons for purchase, will make people buy, will not the same system in the library induce people to take what will be given to them? . . . The stacks should be open for free inspection of all the books as, fortunately, in most libraries they now are. Cards on the stacks in type large enough to be read at a distance should indicate the class of books on the shelves. Books on subjects in which the public is at the time particularly interested may be grouped in some conspicuous place where the patrons will naturally inspect them. Bulletins, terse, unstilted and readable—news bulletins, advertising bulletins, bulletins suggesting subjects of interest, and the selection of books on such subjects will probably stimulate as much as anything else done in the library itself the reading of the books, which is the purpose for which it exists."

Library publicity. A. H. Cuttle. Ontario Lib. Assn. Proceedings. 1911: 109-11; Same. Pub. Lib. 16: 285-6. Jl. '11.

Until very recently universities and colleges made no attempt toward publicity. Now they use every opportunity to make their special features known. Libraries, too, must abandon their old conservative course and must go out of their way to find new readers, rather than to wait, as they have in the past, for readers to come to them. The easiest way to reach the people is thru the newspapers which the people read. Articles on the value of private study as a help to higher wages, short reviews of books, monthly lists, will all bring good results. The open shelf and the open stack room give the casual reader an opportunity to broaden his knowledge of books and tempt him into new lines of reading. It is a mistake to feel that only the library in the large city can do work among wage earners. Every community has some industry on which the library should specialize. Workmen should be made to feel that the library is not for "literary" people only. If there are labor unions in the community the library will do well to get in touch with the leaders. It may be possible sometimes to secure space on the bulletin boards in factories where announcements of new and interesting books may be made. The library has no more valuable ally than an interested and sympathetic school teacher, and every effort should be made to gain and keep the cooperation of the teachers. The great mission of the public library is to make better citizens and to create in boys and girls a taste for only the best in literature. This can only be accomplished as the public comes to recognize the privileges which the library has to offer.

Library publicity. G. E. Scroggie. Ontario Lib. Assn. Proceedings. 1911: 111-6; Same. Lib. J. 36: 289-92. Je. '11.

"Systematic publicity should be employed to make known what the public library provides for everyone. Take a leaf out of the book of your most successful retail merchant. Advertise your business. Use plain, earnest, compelling copy, reminding the reader of his needs and suggesting just how the public library is equipped to supply them. . . . Good advertising is never boastful. There is nothing in the right kind of advertising out of harmony with modesty. There is nothing either objectionable or doubtful in the modern promotion publicity. If you are equipped to do a great educational work in your community, it is your duty to let all the people know it. They may find it out in time without the aid of publicity, but it will be a long time. Shorten up the period of mis-

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understanding, indifference and ignorance. Give your library a chance to rise as soon as possible to its maximum of usefulness."

Library publicity thru the press. Pub. Lib. 15: 223-5. Je. '10.

"The bulk of copy from librarians put into my hands for editing, while I was in a newspaper office, outside of its amateurishness, was too much in the essay style, the woman's club paper sort of thing. To be a successful press agent one must have a wide and intimate acquaintance in newspaper offices. This the librarian can get by constantly visiting editorial rooms (not in rush hours), offering the staff the services of the library, with 'call me up whenever you want anything, Mr. Editor.' In other words, try to get the papers under obligations, and impress upon the newspaper man how you can help him, and how much you long to do so. . . . In most libraries the problem is how to reach the masses. Do it thru the newspapers that the masses read. Unfortunately these are the yellow journals (were conditions otherwise, the public library would not have as much reason to exist as it does to-day). I do not wish to help the circulation of unprincipled journals, but, on the other hand, well-written articles will improve them, and thus may a library press agent be doubly useful with one article. Ergo, write for the papers which are read by those whom you seek to reach, and write in the style of those papers. . . . Learn how to prepare copy, and study the style of the paper thru which you seek publicity. All editors like well-written and interesting contributions, especially if they have not to pay for them. . . . Write with typewriter on one side of large-size paper. Number your sheets. Leave plenty of space between the lines and wide margins. In a newspaper story the order of facts is not chronological, but climax, causes, results, details. Use head-lines expressing action, which attract and compel reading."

Library should be known. H. C. Wellman. Pub. Lib. 13: 83-4. Mr. '08.

In bringing the resources of the library to the attention of the working man "Items and articles in the newspapers, occasional exhibitions or talks at the library, circulars mailed to the trades, and judicious distribution of lists of technical books are helpful. . . . Simply to issue lists is not enough; ways must be found to get them into the hands of the workers. Sometimes they can be mailed direct to all the firms in the directory with a circular asking to have them called to the attention of employees. Sometimes they are posted or distributed at the factories. The agricultural lists are given out thru the poultry or horticultural clubs and the granges; the mechanical lists thru engineers' societies, the evening school of trades, the Y. M. C. A. classes and the trades unions."

Methods of securing better reading. B. S. Smith. Pub. Lib. 10: 171-3. Ap. '05.

"Send lists of would be-known books to the newspapers. . . . Draw attention by exhibits of all books you have on one subject." Use bulletin boards. Issue special cards to teachers.

Modern American library economy as illustrated by the Newark, N. J. Free public library: pt. 4, Advertising. J. C. Dana. 31p. pa. 35c. '10. Elm Tree Press.

Newspaper advertising. M. E. Streeter. Lib. Occurrent. 2: 225-6. S. '11.

The library at Muncie, Indiana, has made arrangements to have an article in each Sunday issue of the local paper under the heading "Timely talks on a library." The first Sunday of the month is given up to the children's department. Lists of books are printed and sometimes the children themselves are asked

to write criticisms. The second Sunday is given up to the periodical assistant, and the article treats of the magazines for the month. On the third Sunday the reference librarian discusses the work of her department, and the fourth Sunday is devoted to the progress of the library in general. Readers often come to the library with lists of books clipped from the paper, and in other ways show that they are following the library news.

One way to popularize the library. E. W. Gaillard. Pub. Lib. 11: 12-4. Ja. '06.

In drawing attention to specific books many means have been adopted. Reading lists have been used, selected collections have been placed on open shelves, special labels have indicated values of books, monthly bulletins, annotated and unannotated have been sent out, booknotes have been sent to the daily press, postal card notices sent to borrowers, etc. In one of the branch libraries in New York all the books that are worth while on a given subject, regardless of classification have been shelved together and made prominent. Each collection has been made conspicuous in some pronounced way.

Popular library advertising. L. M. Poirier. Minn. Pub. Lib. Com. Notes. No. 5: 9-11. D. '05.

The local newspaper is the best advertising medium. Cultivate the newspapers. Print lists of new books for the use of clubs and for school work. Have the reference lists timely. Use posters. Keep before the people the fact that the library is free. First and foremost be accommodating and gracious to all who come to the library.

Popularizing a library in a small town. A. L. Trimble. Lib. Occurrent. 2: 192-3. Mr. '11.

Accord fair and courteous treatment to all who come; keep the mechanical side of library work in the background as much as possible; cooperate with the schools by asking teachers for lists of books they will find useful and by inviting upper grade and high school classes to the library for instruction; and advertise in the daily papers. Cooperation with the church is another possibility. On a specified Sunday ask all ministers to preach a little "library gospel."

Practical economies and publicity. H. C. Wellman. Lib. J. 33: 240. Je. '08.

Profession and the press, professional and other. A. J. Philip. Lib. World. 9: 353-6. Ap. '07.

The press is an avenue thru which the library should work and it should be cultivated by librarians. Permanent works on professional topics add to the vitality of the library movement with the publication of each book.

Public library as a business proposition. H. E. Law. Lib. J. 30: 405-8. Jl. '05.

Notes on this article are given under the heading Libraries, Use of by the public.

Public library from the business man's standpoint. H. R. Hunting. Pub. Lib. 13: 337-8. N. '08.

Advertise by book lists sent out in various ways, by lists printed in newspapers, and by lectures given on subjects interesting to the community. Talk about books to teachers and clergymen as you meet them. Circulate pictures among foreigners.

Publicity. J. M. Drake. Wis. Lib. Bul. 6: 4-14. F. '10.

Librarians can get hints and suggestions from books on advertising, and from the magazine, System. "Monthly and occasional type-written bulletins giving the latest accessions on

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a certain subject and also the author, title and exact references to a few of the best articles in the current numbers of the periodicals" may be mailed to interested patrons. For duplicating copies of typewritten lists, Todd's Chicago hektograph, letter size, 10 x 12½, may be had from A. C. McClurg and Co. at \$3.84, with a discount of about 40 per cent. Lists of the religious periodicals in the library may be sent to ministers, and of Sunday school aids and Bible stories to the Sunday school teachers. "In order that your city council may profit by the experience of others, collect data in the library showing how other cities have solved problems of sewage, paving, civic art, etc. After you have the material keep the mayor and the aldermen aware of its existence, by frequent lists. Send them a list of books on the subjects they should study and then supplement it with lists as new books are added, also keep them informed of all current magazine articles on such subjects. . . . A similar list should be sent to teachers, and posted in the school building on the library bulletin board. It is best to have one bulletin for the teachers of the ward schools, and another for those of the high schools, as their interests are somewhat different, altho sometimes the same book or article should be listed for both. Similar lists should be prepared and sent to insurance men, doctors, nurses, electricians, members of the G. A. R. etc. When there are several people in one place, make one copy do and have it posted where all will see it, such as one on the bulletin board in each school building, one on electricity in the power house, etc. . . . The attractiveness of the building is of first importance when one is attempting to make the library popular. The building should be useful and comfortable, as well as pleasing to the eye. Librarians should make it by far the most attractive public building in town. Have the necessary house-keeping accurately and constantly attended to; have books in good order on the shelves; always have comfortable chairs, good light and ventilation. . . . Encourage people to telephone their wants to the library, i.e., renew books, ask reference questions, ask if certain books which they want are in, etc. . . . A circular called 'Don't be a quitter' was distributed by the Grand Rapids (Mich.) public library to the senior class in the high school. It is in the form of a story of a boy who after leaving school continued his study by using the public library. As the result of his increased information, he worked his way up from one position to another, at increased salaries. This circular was published in Public Libraries, Feb. 1907, v. 12, p. 65-66, and may be bought in circular form from H. W. Wilson & Co., Minneapolis, Minn., at 25c. per hundred. It will pay any library, large or small, to distribute these very freely. . . . A poster giving general information about the library should be up in public places, as hotels, stations, store buildings, street cars, etc. The posters may be various sizes, but should be large enough so that the printing can be read at some distance, perhaps 24 x 15 is a good general size. It should be without much decoration, white in color and make prominent the name of the library, and the words 'free to all'. It should also contain the location, hours of weekly and Sunday opening and a general invitation to visit the library. . . . The city officials of one town put a library circular in the envelopes with the water rent, tax notices and other official letters. The library is a city institution, and it is perfectly legitimate for the city officers to help develop the usefulness of it. This saved postage and other mailing expenses, identified the library with other departments of the city government, and gave the circular the prestige of being sent out with official notices. . . . Circulars have been placed in the pay envelopes of people working in mills, mines, etc. This could be used effectively in all establishments where pay envelopes are used. Librarians might offer to insert the circulars in the envelopes in advance. . . . It is very evident that

many librarians spend most of their time in their office and leave the contact with the patrons almost entirely to the assistants. The fact that patrons get their idea of the library from the people who wait upon them cannot be emphasized too strongly in order that more care be taken in this matter. . . . My strong feeling is that every plea for library advertising, as well as many other relationships between the librarian and the public, should be saturated with this idea of having as many personal interviews as possible. Your own interest and enthusiasm should soon give your library a reputation for hospitality, which is one of the greatest factors in attracting and keeping patrons. . . . It is well to have one day a year for a public reception at the library. . . . Have a general invitation in the paper, send invitations to the common council, to city officers, to each study club and all other organizations and have it announced in the churches. If you are to have an exhibition or address mention it in the invitations. Ask your board members and the members of the staff to extend verbal invitations to every one. . . . A book day is similar to the library day only not so pretentious. Several might be held during the year as a display can be had when new books are ready for circulation. A display of material good for Christmas celebrations early in December, children's books or adult books appropriate for gifts, attractive editions, are some of the displays that have been used for book day. . . . Any collection of material which will give any historical or educational information or awaken pleasure, is worth displaying in the library. . . . Libraries in most communities could follow Newark (N. J.) public library's plan in collecting the trade catalogs of various mechanical manufacturing firms. This is a novel method of disseminating knowledge of a character not generally obtainable without considerable trouble and for which there is a growing demand. . . . Public speakers can influence many people to use the library by referring to certain books as being there found. You can easily interest ministers, school men, politicians and all lecturers on any subject whatever to do this and it will repay any effort made. One of the influential methods of showing the citizens of a town that the library is a wide awake institution is by having thoroughly good lectures. The lectures will usually need to be popular as well as instructive. We always hope that the lectures will cause increased reading on the subject. To encourage this, after each lecture, have the books near at hand and loan any that people wish to take. . . . In almost any town the newspapers are glad to publish any library news free of charge. As a rule, it is interesting reading which they are glad to add to their paper. . . . In preparing material for the newspaper try to conform to the custom of the paper in writing head lines, capitalization and journalistic style. When it is apparent that some attention has been paid to these details your contributions will be looked on with greater favor."

Publicity, or library advertising. L. B. Arnold. Ia. Lib. Q. 6: 69-73. Ja. '10.

"Of outside aids it is safe to say that the columns of the newspapers are the best of all ways for attracting attention especially of those who have never used the library. Librarians should make the acquaintance of newspaper editors, and if their support is not already enlisted it should be secured. Make friends with the reporters and encourage them to come to the library for news. Few librarians can afford to spend much money for printing, but as a usual thing the newspaper will gladly print free of charge material that is sent in. The well considered article in the daily paper is sure to reach most of the homes in the city. Whenever possible, librarians should prepare their own material for publication. If it is concisely stated in readable form, in most cases copy will be followed. If there are several papers in the city, the same news should be a little differently phrased. If the morning paper

Advertising the library—Continued.

is given preference on one occasion, the evening paper should have it next. It is a good plan to find out the busy days at the newspaper office and plan library articles to avoid that time. It may be possible to have a certain amount of matter appear on certain days in a stated column, as for example, select lists or news notes as a part of Saturday's edition. People soon learn to watch for this and read it. . . . Every library that can afford it should put out its own monthly or quarterly bulletin of new accessions, in some form for distribution, but this is an expense and labor beyond the reach of the smaller libraries. . . . Try sending a number of lists of books of practical interest to men to some of the factories with the request that one be inserted in the pay envelope of each employee. Take into consideration the seasons of the year and get out special lists on subjects in which people are interested at that time. . . . Lists of books of interest to farmers are enclosed in packages at stores by the Burlington public library. . . . In order to inform strangers in the city, the library should have a standing notice in the amusement columns of the newspapers. Announcement cards may be hung in the street cars, railway stations, hotels and stores to show the location of the library and reading rooms, hours of opening, and the fact that all are welcome to its privileges. . . . For the older boys and girls library clubs have been found to be of great value in keeping up a lively interest in good reading. The meetings are usually devoted to the reading of special books or to debates and discussions. All picture bulletins and exhibits attract the children. Notice should be taken of all patriotic anniversaries, birthdays of famous people, also inventions of different industries, recreations, etc. . . . One of the duties of the librarian consists in visiting the schools and by entertaining and instructive talks interesting the boys and girls in the library and teaching them how to use it. At each of these visits a cordial invitation should be extended to every child to make use of the children's room, either for recreation or study. . . . Perhaps the most valuable of all extension activities is the use of the lecture in connection with the library. This is a part of the work that ought not usually to fall upon the librarian, but should be undertaken by members of the board or a small committee of citizens. The librarian can find plenty of employment for her spare time in providing material for study for the lecturer, and in gathering together and advertising her literature on the subject to be presented. She will often find it necessary to order new books to supplement her material in order to have the best and latest information on the subject treated. . . . The new development complementary to the lecture, is the library reading or book talks. It is based upon the idea that just as you can popularize books by talking about them, so you can attain the same end by reading from them. Such readings may all be on a single subject or from a certain book or from some one author's works and are planned primarily to convince the 'average reader' that there is matter which is just as interesting as the last new book he has finished."

Publicity work in Vermont. F. B. Fletcher. Vermont Lib. Com. Bul. 6, No. 2: 7-8. S. '10.

Reaching the people. P. B. Wright. Pub. Lib. 11: 237-40. My. '06.

Among the factors to be made use of in advertising the library are: 1. Bulletins which should contain as a chief feature annotated lists of the more important books added to the library. These bulletins should be circulated free of charge. 2. Notes in the newspapers. 3. Work with school children. 4. Special lists, slips and bookmarks. These must be timely and should be distributed freely.

Reaching the rural population. F. Hobart. Pub. Lib. 14: 373-7. D. '09.

Notes on this article are given under the heading Library extension.

Relation of the library to the outside world; or, The library and publicity. M. W. Freeman. Lib. J. 33: 488-92. D. '08.

"Every library that can afford it should put out its own monthly or quarterly bulletin of new books in some form for distribution, but that is an expense and labor beyond the reach of the smaller institutions. For all such the local newspaper columns are a boon indeed. It is well to establish a regular day of the week on which book lists are to appear. Then, if the library has no new books, or very few, fill the space with a brief list of books already in the library on some timely topic. At top or bottom add, 'Cut this out and use as a call list at the library.' . . . General items of book-news are welcome: mention of gifts with names of givers, names of new periodicals for the reading room, or interesting articles in the current magazines, brief description of a valuable new government publication, reports of meetings of the library board, items from the librarian's monthly report, and, if possible, all of the annual report, with statistics condensed and summarized. . . . Aside from the newspapers, many libraries are using a large amount of printed matter, or typewritten circulars, for making the library known. Mimeographic lists of books interesting to teachers, Sunday-school workers, architects, city officials, business men or members of any trade or profession, are sent to individuals or organizations. Even libraries which cannot afford regular bulletins can print an occasional list on some timely subject, in inexpensive form, for distribution at the library and by mail. . . . To the workmen of our community we owe special attention. An attractive vest-pocket list of books 'of practical interest to men in the shops' was recently published by the Dayton (Ohio) public library, with union imprint, for distribution among workmen. An edition of eight hundred was paid for in advance by orders from firms and trade unions in the respective industries. A slip containing the titles of periodicals the library has relating to the mechanical trades may be enclosed in the pay envelopes of the factory and other employees. . . . Framed placards or signs calling attention to the library, its location, the freedom of its use, posted in hotels, railroad stations, street-cars, the post-office, have been found effective in many places, especially in attracting the interest of transient visitors." Personal letters may be sent to students leaving school urging them to continue their education by means of the library. The use of the telephone may be encouraged both for getting and giving information, and for book-renewals. "Another use of the telephone is to notify readers of books received for their use and to call the attention of anyone to whom you think a certain new book or magazine article will be of special interest. . . . Perhaps most effective of all methods of making the library known are the personal talks given by the librarian or other representatives of the library, before schools, clubs, groups of factory workers, labor unions, masonic lodges, any organization which one can gain courage and opportunity to address. Nothing goes so far to win intelligent appreciation and understanding of the use of the library."

Right start, or Don't be a quitter. S: H. Ranck, T. 8p. pa. Grand Rapids public lib.

The story of Smith who started right. He worked with an electrical company and made up his mind to know all about electricity. The library was his best friend in accomplishing his purpose.

Should libraries advertise; and, if so, to what extent? affirmative. W. C. B. Sayers. Lib. Asst. 7: 100-2. Mr. '10.

Advertising the library—Continued.

Should libraries advertise; and, if so, to what extent? negative. J. D. Young. Lib. Asst. 7: 102-3. Mr. '10.

Some methods of library advertising. P. B. Wright. Lib. J. 31: C86-8. Ag. '06.

"The essence of library advertising is to convey to the people this message. . . . The library is yours. Get acquainted with it. Get better acquainted with it. Its use and value will increase in direct proportion to your familiarity with what it already offers. Besides using the newspapers, library bulletins are effective, though expensive. They should be free to all, and should be mailed to all sorts of organizations. Special lists are worth while and should be widely distributed. Place them in the books that are circulated the most frequently. "Successful and lasting results are obtained from the right sort of advertising with children." Make the library strong with reference to books on the manufacturing industries of the place, then let the manufacturers and employees know they will be rendered every assistance possible by the library staff.

—Discussion. Lib. J. 31: C258-9. Ag. '06

Unintentional advertising. Pub. Lib. 11: 106-7. Mr. '06.

A librarian has a right and duty in deciding what books to buy but no librarian should announce through the newspapers what books are barred as objectionable.

Ways of increasing local interest in the village library. C. Webster. N. Y. Libraries. 2: 166-9. O. '10.

The librarian of a rural community has an advantage over the city librarian in that the neighborly feeling prevails among readers there more than in the city. This makes the user of the library interested in the library and in increasing its patronage. Hence "every reader satisfied means a larger interest in the library." The best way to advertise the library is to get the children interested. They bring in not only other children but fathers and mothers. Then the librarian must reach the people who have made a success of something. A recommendation for a book from such a person "does more than a dozen recommendations from the librarian," it makes "no difference whether the success has been won at fruit farming, school teaching, making jams, or raising poultry. . . . A mention by a clergyman in a sermon will often cause a run on a book which for months has lain on the shelf unread; so get your clergyman interested." Interest on the part of teachers is very essential if the interest of the children is to be lasting. Arouse the teacher's interest by asking her to review new juvenile books, and by getting her to bring her children to the library. It is well for the librarian to join the village clubs because it brings her into sympathetic touch with the organized workers of the community. Arrange for club meetings in the library building if possible, and also have lectures given there. There is scarcely any village so small that it could not secure some visitors to the town who would speak to the people on some subject of interest. Get the papers to publish lists of books. "The village library is the place of small things but by an aggressive use of these small things there is no reason why it can not fill a large place in the community."

Why public libraries should be advertised. Lib. World. 14: 116-7. O. '11.

Window display. Pub. Lib. 16: 211. My. '11.

Advertising thru the library.

Exploitation of the public library. A. E. Bostwick. A. L. A. Bul. 5: 60-5. Jl. '11.

That it is possible for the wily advertiser to make use of the public library to further his own ends, is well brought out by the instances cited in this paper. The use of the library for advertising purposes is not necessarily reprehensible, but there are cases where it is difficult to draw the line. "Few would defend the use of the library's walls or windows for the display of commercial advertising; although the money received therefor might be sorely needed. On the other hand, the issuing of a bulletin paid for wholly or in part by advertisements inserted therein is approved by all, the most librarians doubtless prefer to omit these if the expense can be met by other means. Under this head come also the reception and placing on the shelves of advertising circulars or catalogs containing valuable material of any kind. Here the library gets considerably more than its quid pro quo, and no librarian has any doubt of the propriety of such a proceeding." Again libraries willingly advertise courses of free lectures, but when the lectures are not free, a doubt arises. The writer, personally, objects to the advertising of anything that requires payment. But these are not looked upon as cases of real exploitation. The library is only exploited when one attempts to use it for his own personal gain. An enterprising firm offered a valuable collection of historical works on condition that they be placed in a special case and labeled "The gift of blank brothers." When told that the books, if received, could bear a special gift label but would have to be distributed on the shelves, the firm withdrew its offer, clearly indicating the original purpose. Lecturers have offered their services free to the library and at the end of the free lecture have taken the opportunity to advertise a series of pay lectures to follow in some other place. A photographer gave a valuable set of photographs and then advertised the fact himself. Other instances of the kind are cited, and there is a warning against allowing outsiders without authority access to the library's list of borrowers.

Public library as an advertisement agency. H: T. Coutts. Lib. World. 14: 97-9. O. '11.

Methods of advertising thru the library may be legitimate or illegitimate and may be carried out with official sanction or may be introduced surreptitiously. Of the forms of advertising carried on with full official sanction one of the most obvious is the display of "situations vacant" advertisements from the daily papers. Another is the display of public notices advertising educational activities. "In this class of advertisement it is necessary to adopt a guiding principle as to what is, and what is not to be admitted. A safe course to adopt is to refuse any bill or circular which savours of sect or commerce, and to accept only those which are for the general public good. For instance, one might be inclined to put on the library notice board a bill advertising the services of a local church, but if this were done all the sects in the community might, with justice, demand prominence being given to their activities." A less obvious form of advertising is found in the newspapers and periodicals presented to the library on the understanding that they be displayed in the reading room. It is probable that the publishers of these papers are moved by business rather than by philanthropic reasons. It is unfortunate that many libraries feel the necessity of increasing their incomes by displaying the advertisements of local tradesmen on magazine covers and book marks. A means of surreptitious advertising often attempted is the slipping of bills, tracts, etc. between the pages of books and periodicals where they will attract the attention of the next reader. Business men

Advertising thru the library—Continued.
have tried to interest members of the library staff in their products. They know that a librarian may be asked anything—to give advice in the selection of a tradesman, or to recommend a dressmaker. The librarian with a conscience answers impartially, but shrewd tradesmen have not been slow to see the advantage of having an agent in so public a position, and business propositions of such nature have actually been laid before members of the library staff.

Agricultural libraries.

See also Agricultural literature.

Agricultural libraries. J. I. Wyer, jr. A. L. A. Bul. 4: 786-8. S. '10.

There are several types of agricultural libraries. First, there is the college of agriculture library which may be either an experiment station library maintained for the members of the staff, or a general library for the use of students, faculty and research staff. Second, there is the government or state agricultural library and third, the agricultural collection of large technical and scientific reference libraries. A good agricultural library must include books on related subjects: viz. chemistry, geology, physics, veterinary science, transportation, etc.

Classification of an agricultural library. W. P. Cutter. A. L. A. Bul. 4: 793-4. S. '10.

Concerning publications of U. S. Department of agriculture. Pub. Lib. 11: 106. Mr. '06.

Notes on this article are given under the heading Public documents.

Experiment station library. Experiment Station Record. 23: 501-4. N. '10.

The cost of building up a good experiment station library need not be great, for much of the most valuable material required in such a library consists of public documents which can be obtained free of charge. Agricultural papers and the reports of dairy, horticultural and other kindred societies may be acquired by exchange or gift. The money available may, therefore, be largely expended for scientific periodicals and books required for special investigations. The expense along this line may also be diminished by interlibrary loans and by applications to the Library of Congress and the United States department of agriculture for the loan of special works. Like all libraries, the experiment station library must recognize the importance of systematic organization and administration. "The station library in particular, irrespective of such administrative details as its organization as a part of the college library, its maintenance as a separate entity, or its partition into departmental collections, needs careful supervision because of its peculiar nature. Merely from the business standpoint, now that the stations are expending, as in recent years, an average of about five hundred dollars annually for books, periodicals and bindings, it is easy to see that in a few years the library comes to represent a considerable investment, justifying the careful preservation of its peculiarly perishable material and its housing with greater regard to the hazard from fire and other losses than it commonly receives." The services of a trained librarian are indispensable in the acquisition of material. Too many libraries are negligent in the matter of keeping up complete files of the publications on which the value of their collection depends. Editions of reports and documents are small and soon exhausted, and old numbers are not easily obtained. An experiment station library is essentially a library for research, and in research work a most important factor is the working time of the in-

vestigator. To conserve this thru organization, and thru bibliographical aid, is the function of the station librarian.

Relation of the experiment station library to the college library. C: R. Green. A. L. A. Bul. 4: 791-3. S. '10.

Few experiment stations are in possession of a collection of books worthy of the name of library. The matter can be bettered only when we come to look upon the experiment station as part of the college proper, not as a separate institution. "Working under this scheme, all the books in the experiment station department should be considered as belonging to the main college library, and under the supervision of the college librarian. He should be considered the custodian—the caretaker, the careful keeper, of them all. All books should be purchased by the college librarian upon request from the proper experiment station officer." These books when properly accessioned and cataloged should be sent as a departmental library to the experiment station. "On the cards in the main library there should be added sufficient information to designate the present abiding place of these volumes." This question of department libraries is one much discussed, but every live and active department must have its books to work with—the experiment station with the rest. All bulletins and reports sent to the experiment station in exchange for printed matter sent out should be received thru the library and such periodical literature as is needed by the station should also be handled by the library.

Selection and preservation of agricultural periodicals. W: M. Hepburn. Lib. J. 35: 309-11. Jl. '10; Same. A. L. A. Bul. 4: 794-7. S. '10.

Notes on this article are given under the heading Periodicals.

Agricultural literature.

See also Agricultural libraries.

Agricultural bulletins: their indexing and their use. J. F. Daniels. Lib. J. 30: 930-1. D. '05.

Agricultural collections in public libraries. L. E. Stearns. A. L. A. Bul. 4: 788-9. S. '10.

A report on what fifteen or more libraries are doing to bring their agricultural books to the attention of farmers, and on the use made of agricultural bulletins.

Agricultural literature in a reference library. C. W. Andrews. A. L. A. Bul. 4: 789-90. S. '10.

In the first plan of organization for the John Crerar library the subject of agriculture was not included in the list of subjects to be covered. To the surprise of the directors the demand for books on agricultural subjects was immediate and made a collection of such books necessary. This demand came from the general public. Books on kitchen gardening, poultry raising, on the Belgian hare, on tree pests, were some of the demands. Market gardeners, investors, absentee landlords, teachers, scientific investigators and writers for agricultural periodicals are some of the users of the agricultural collection which now numbers over 6,000 volumes.

Agriculture, a list of books for public libraries, selected by Prof. C. H. Tuck, of the New York state agricultural college and annotated by L. E. Fay, of the New York state library. N. Y. Libraries. 2: 31-5. O. '09.

Agricultural literature—Continued.

Free literature on farming. J. C. Marquis.
Wis. Lib. Bul. 7: 16-9. Ja. '11.

Literature of agriculture. C. H. White.
Lib. J. 35: 359-62. Ag. '10.

Selection and preservation of agricultural periodicals. W. H. Hepburn. Lib. J. 35: 309-11. Jl. '10; Same. A. L. A. Bul. 4: 794-7. S. '10.

Notes on this article are given under the heading Periodicals.

Aids for librarians. See Librarians' aids.**Alphabetical arrangement.**

Arrangement of entries in catalogs. A. B. Kroeger. Lib. J. 30: 146-7. Mr. '05; Same. Pub. Lib. 10: 18-9. Ja. '05.

Discussion of disputed points in arrangement, and comparison of general practice with Cutter's rules.

Alphabets.

Simple library simplifications. E. W. Gailard. Pub. Lib. 11: 551-3. D. '06.

Specimens of simplified letters for the English alphabet are given.

American library association.

A. L. A. and A. L. I. Pub. Lib. 14: 53-4. F. '09.

Discussion of the relation of the two organizations.

American library association constitution. J. C. Dana. Pub. Lib. 14: 64-5, 99. F., Mr. '09.

Suggestions on revision of the constitution offered by J. C. Dana.

Anent library gatherings. Bul. Bibliog. 6: 145-6, 175-7. O. '10, Ja. '11.

A criticism of the tendency toward elaborate and formal style of dress at the A. L. A. meetings.

Classification of A. L. A. membership by geographical divisions. Pub. Lib. 11: 438. O. '06.

Committee on co-operation with the National education association; report, 1911. M. E. Ahern. A. L. A. Bul. 5: 75-6. Jl. '11.

Conference and the press, 1906. H. O. Brigham. Lib. J. 31: 715-7. O. '06.

Constitution. Lib. J. 33: 321-5. Ag. '08.

Constitution of the American library association, adopted 1909. A. L. A. Bul. 5: 291-6. S. '11.

Discussion on revision of the constitution. A. L. A. Bul. 3: 166-77. S. '09.

Evening dress. Lib. J. 36: 68-9. F. '11.

An answer to "Anent library gatherings" in the Bulletin of Bibliography for January, 1911.

Executive officers of the American library association. C. Hadley. Lib. J. 35: 22-3. Ja. '10.

Headquarters opened. E. C. Hovey. Lib. J. 31: 665-6. S. '06.

Eight distinct lines of activities are noted and working plans are explained.

History and aims. C. Hadley. Educ. Bi-Monthly. 4: 293-5. Ap. '10.

Origin of the A. L. A. motto. M. Dewey. Pub. Lib. 11: 55. F. '06.

"The best reading for the largest number at the least cost," the official motto was formulated to express in a brief statement Mr. Dewey's idea in deciding to work for the interests of the A. L. A.

Shall the A. L. A. remain democratic? W. F. Yust. Pub. Lib. 14: 132-3. Ap. '09.

Stranger at A. L. A. Pub. Lib. 15: 188-9. My. '10.

Suggestion for the A. L. A. convention registering topics in which members are especially interested. G. W. Lee. Pub. Lib. 13: 305-6. O. '08.

Value of associations. A. E. Bostwick. Lib. J. 33: 3-9. Ja. '08.

A group of people working together for a specific end can accomplish more than can individuals working separately. But the larger the group the more unwieldy it becomes. It is the duty of every librarian to become a member of the A. L. A. not for his own benefit alone but for the good that may result to library work in general. Increased numbers will by reason of their membership scattered thru the country increase the influence of the library and strengthen the hands of library workers.

Work and needs. Lib. J. 30: 858-60. N. '05.

American library association booklist. See A. L. A. booklist.

American library association publishing board.

Report from the A. L. A. publishing board on printed cards for serials. C. W. Andrews. A. L. A. Bul. 4: 774. S. '10; Same. Pub. Lib. 15: 350-1. O. '10.

Notes on this article are given under the heading Catalog cards, Printed.

Report of the American library association publishing board. W. C. Lane. Lib. J. 31: C154-9. Ag. '06.

Report, 1907. A. L. A. Bul. 1: 53-9. Jl. '07.

Report, 1908. A. L. A. Bul. 2: 128-36. S. '08.

Report of the A. L. A. publishing board, 1911. A. L. A. Bul. 5: 83-9. Jl. '11.

American library institute.

A. L. A. and A. L. I. Pub. Lib. 14: 53-4. F. '09.

Discussion of the relation of the two organizations.

Constitution, by-laws and list of fellows elected. Lib. J. 31: 71-2. F. '06.

Notes of the New York meeting. Pub. Lib. 14: 59-60. F. '09.

Organization. Pub. Lib. 11: 108. Mr. '06.

The members of the institute are limited to 100 persons to be chosen from English-speaking America. The ex-presidents of the A. L. A.

American library institute—Continued.

constitute the first members and they adopt rules and select other members. The standard of selection is ability to solve library problems. A three-fourths vote is necessary to elect. There are no honorary members. Besides the regularly elected fellows the following classes have seats in all meetings;—"all ex-presidents of the A. L. A., members of the A. L. A. executive board, members of the A. L. A. council, foreign or corresponding members elected within five years."

Revised list of members. H: J. Carr. Lib. J. 34: 219-20. My. '09.

Americana.

John Carter Brown library of Brown university. M. E. Clarke. Lib. J. 30: 69-72. F. '05.

Includes "books printed in and concerning the Americas prior to 1800. . . . [The] catalog, originally issued in 1865 with 302 titles of books printed before 1601, has grown into a set of four large volumes, containing 600 titles of books printed before 1601, 1636 of books between 1601 and 1701, and 4173 of books between 1701 and 1801. About half as many more titles have been added to the library since the printed volumes appeared. In addition to the Americana of earlier date than the year 1800, the library contains a considerable number of nineteenth century books dealing with the history of North and especially of South America. One of the best ways in which to show the breadth of the collection is to note some of the books and manuscripts, which the exhibition cases held at the time of the dedication. The Biblia pauperum, drawn for those who could not read; the Bay Psalm book of 1640, one of the first products of the Cambridge (Massachusetts) press; History of Holy Jesus, 1749, one of the 'Chap books'; Waldseemüller's Cosmographia, 1507, in which for the first time the name of America was suggested as fitting for the newly discovered continent; George Washington's letter to Nicholas Brown asking him to provide muskets for the war, and his neatly kept account book; a deed of land signed by Peregrine White, the first white person of English parentage born in America, will be sufficient to show how large a field must be covered by a library which is worthy to bear the name Americana. . . . The library will become, year by year, a more complete field of research for the scholar who is searching after the most intimate details of the beginnings of American civilization."

Analyticals in cataloging.

Analyzing books for a small library. E.

E. Hawkins. N. Y. Libraries. 2: 261-2.

Jl. '11; Excerpts. Lib. Work. 5: 45. O.

'11; Excerpts. Pub. Lib. 16: 375-6. N.

'11.

"Conservation and efficiency are the watchwords these days." So it is as an aid to library efficiency that these hints in cataloging are given. "Let us consider the problem." Here are hundreds—thousands of books, a busy librarian and a hurried seeker for some definite information. It is quite probable that some few pages in one of those thousands of books will give just the information needed. Now, will the busy librarian hunt? Will the hurried seeker wait? Will the accumulating other people wait too? Will the librarian find if she does hunt? Or, was the busy librarian also the wise librarian, who foresaw this occasion and provided for it, in her good little catalog that never forgets." The librarian with an ideal memory may not have to hunt, but even she should have some consideration for her assistants and successors. It is a matter of ordinary economy to go over the books as they come in and note down their resources. The library's strength and weakness should be considered in making these notes. If it is particularly strong in one subject, brief and non-

important articles may be skipped, but particular attention should be given to subjects in which the library is weak. "One had better be liberal for chapters which are authoritative, even in books whose general subject might be considered to have covered them, such as the chapters on habit and memory in James's 'Psychology', the history of the Louisiana purchase in Roosevelt's 'Winning of the west'. It is well to go over the big standard works carefully. There is probably all you need to know about Roman law in Gibbon's 'Decline and fall of the Roman empire.' There is an account of Gothic architecture in Michelet's 'France,' another in Hugo's 'Notre Dame,' a history of the formation of the Bank of England that you might hunt a long time for, in Macaulay's 'History of England.' Essays and collected works obviously call for analyzing, and full analyzing for children is always profitable. If work of this kind has not been done in your library it would, of course, be a hopelessly big task to go over all the volumes, but it would, nevertheless, be worth while to begin at once with the new books as they come in.

Anecdotes. See Library anecdotes.

Annotation.

Analytic library catalogue. M. P. Willcocks. Lib. Assn. Rec. 13: 91-7. Mr. '11.

The free public library serves three classes: first, the children; second, the general reader; third, the student. "It is to these that the local library catalogue is to be a guide." Every year the elementary schools turn great numbers of children, who have acquired a taste for reading, out "into a world which teems with foolish books of every kind." The first thing which the free library should do for the child is to make it possible for him to become acquainted with the beautiful stories of childish literature. The second is to arouse the appetite for the knowledge which can be gained thru books of history, travel and science. "All this cannot be done by the elementary schools alone; they need the co-operation of the public libraries. And to carry this out what we want is a "Guide to the best books for children," this guide to contain a line or two describing the scope of the book, if it be a serious work, or the kind of story, if it be a tale, so that a boy may know whether it is a tale of miners, or pirates, or sailors, or soldiers—points of vital importance to his instincts of enjoyment. It is not inconceivable that the task, not only of compiling the guide-book, but the far more difficult one of distributing it should be undertaken by a Central association, perhaps one like your own. The cost of production of the book would not be large, especially if the publishers of children's books were invited to advertise in it, and I think the money would be well spent even were the Association to distribute gratis to the heads of elementary schools a certain number of copies for use by their assistant teachers. It should certainly be the object of all librarians to see that the books mentioned in the guide were on their shelves—the popular ones in duplicate."

The second class of readers, "those partially illiterate people who are just beginning to awake to mental pleasures, who know nothing of the world of books," need much the same guidance. "I do not think that learned people ever realize what it is to be in a position of such people as these—folks to whom an ordinary alphabetical, unanalytic library catalogue is absolutely incomprehensible. . . . "These people are worth helping, but you won't do it unless you put into their hands catalogues that shall give them some idea of what to choose and of what they are getting when they have chosen. I know that two such guides exist, one, Nield's 'Guide to the best historical novels,' a capital book, and one not so good, by E. A. Baker, called 'A descriptive guide to the best fiction.' But they are not circulated properly; many libraries have not even one copy on their tables, whereas they should be, by hook

Annotation—Continued.

or by crook, in the hands of the readers themselves for constant use. Moreover they must be again re-issued in new editions and with quite clear descriptions, such as, 'Silas Marner,' a simple, moving story of how a poor weaver forgot his love for gold in his love for a child. Generally considered George Eliot's most perfect novel. . . . For the belles-lettres, the essays, the works of general literature, which the 'general reader' will sometimes embark on, I suppose the general catalogue must be used. Now here, of course, although the list of an author's books must be alphabetical, in each case an indication should be given in the catalogue of the difficulty or simplicity of the book so that readers of Carlyle may start with 'Heroes' and not with 'Sartor Resartus,' and so not be discouraged from any further reading of him." The young student, too, needs more help than the ordinary catalog in the small library can give him. "What is wanted is a plain statement as to how he should pursue his course of reading; first, he should be able to read a line indicating which is a simple textbook putting outlines clearly; second, he should find clearly marked a longer, but still simple work dealing with the whole subject, not in a heretical but in an orthodox way, and when he has mastered such as these he may go on to the heretics who write on controverted points, but not before."

Co-operative annotation and guides. E.

A. Baker. Lib. Assn. Rec. 7: 272-83. Je. '05.

Annotation should include "statements as to the subject, scope, manner, qualifications of the author, and general suitability of the book for this or that reader." The object of the "annotator is not to sit in the judgment seat, but to help readers."

—Discussion. Lib. Assn. Rec. 7: 299-302. Je. '05.

Descriptive annotation. J. D. Stewart.
Lib. Asst 5: 208-11. Ja. '07.

"Annotation is the description of literary contents of books. . . . The average book title . . . does not do more than vaguely indicate the subject of a book." The extent to which annotation should be carried depends on the style of the catalog and the character of the collection. "There is more need for full annotation in the ordinary general public library which is used by all and sundry, than there is in a library which is used by specialists. . . . Annotation should be confined entirely and absolutely to supplying useful information," and that should be given in as brief and pithy a form as possible. Fiction should be annotated as well as non-fiction, but if any class has to be left out for reasons of economy it should be fiction. Technical and scientific books need careful treatment. An "out-of-date statement should be added to previous entries whenever the book becomes obsolete. It need not take the place of the previous annotation, but should supplement it. . . . For the treatment of the older books, the necessary information for annotating purposes must be obtained almost entirely from the books themselves. After reading the preface and glancing through the book, and if necessary, looking up the author in a biographical dictionary, one can generally evolve an annotation that will answer most requirements." For current literature it is a good plan to use the book reviews where possible."

Early chapter in the history of book annotation. D. James. Lib. World. 13: 74-7. S. '10.

Evaluative annotation. W: A. Peplow. Lib. Asst. 5: 211-3. Ja. '07.

"Evaluation is the description in the form of a note of the worth of a book in relation to its subject. . . . It is evident that no man

can be expected to evaluate all the books in his charge. He must therefore seek the aid of printed criticisms or of specialists." The best way would be to have the work done by a central bureau of specialists, and even this would not always be satisfactory. The safer way is to confine annotations to tangible facts, and to description of the book only.

Librarians as critics. J. Desserud. Folk-og Barneboksamlinger. 4: 35-8. My. '10.

The following direction-slips are issued at Los Angeles; a. Ask for the latest and best book in this subject. b. See a later edition. Read also—(author and title). c. This disputed topic is discussed from another standpoint by A. B. d. This was the usual view in the year —. An opposite (or more recent) view has been advanced by A. B.

Manual of descriptive annotation for library catalogues, by E. A. Savage; with chapter on evaluation, and historical note, by E. A. Baker. D. 155p. *5s. Library supply co., London.

Reviewed by W. C. B. Sayers. Lib. Asst. 5: 146-8. Ag. '06.

Methods and examples. W. C. B. Sayers and J. D. Stewart. Lib. World. 8: 36-9, 91-4. Ag., O. '05.

"Annotation deals with matters of fact, not with matters of opinion. . . . Criticism, either direct or implied, is inadmissible. . . . Annotation is meant to lay before the enquirer the character and scope of the book. Everything included in the note should therefore, be to that end, and all extraneous matter rigorously excluded."

Practical work of annotation. E. A. Savage. Lib. World. 7: 313-21. Je. '05.

If the labor of annotating is properly divided much of the work can be done by juniors and seniors. The junior will look up data, mainly to help the cataloger, and enter it in a cataloging process slip. The next step is for a senior to enter on a card points about the author's qualifications, subject, point of view or aim, edition, locale, principal characters, appendices, imprint, sequels, index, comparison, period, previous publications, basis. The librarian then revises the slips. By working thus a junior and a senior can write notes for about twenty non-fiction books per hour.

Short discourse upon the existence of annotation and annotation. S. T. Ewart. Lib. World. 9: 158-60. N. '06.

Examples of annotation by an enthusiast whose zeal is not tempered by discretion.

Use and abuse of annotation. W. C. B. Sayers. Croydon Crank. 2: 45-52. Jl. '09.

There is a difference of opinion between England and America as to the functions of annotation. The prevalent American idea is that of appraisal. In Great Britain, annotation is confined to elucidation. According to English authorities, "annotation deals with matters of fact, not with matters of opinion: the true function of the annotation is elucidation. Criticism, either direct or implied, is inadmissible." Therefore annotation is defined as "a descriptive extension of the title page of a book in which the qualifications of the author, and the scope, purpose and place of the book are indicated." To print an annotated catalog is expensive. Brief annotations, such as explanatory words or phrases in brackets following the title are possible. "Lately, however, a more extensive system of annotation has come into vogue, which one or two recent writers have codified. The annotator of this school takes a book in hand and asks himself a few definite questions about the book: Who is the author and what are his qualifications for writing his

Annotation—Continued.

book? What is the argument or subject, and the method of treatment? What is the subject or *raison d'être* of the book? What preliminary knowledge is required for the reading of this book? What special bibliographical features does it present? Editing, contributions not indicated in the title, bibliographies, glossaries, appendices? What is its relation to other books on the same subject? This form of annotation is in vogue in the Pittsburgh library lists, and in the Croydon and other English libraries. Fiction and juvenile catalogs should be suitably annotated. "If the character of a book is concisely outlined in a note it follows that the would-be reader on consulting that note, discovers whether the work is modern and embraces earlier researches; whether it is an extension of the knowledge of the subject; whether his own knowledge is equal to, or too far advanced for the study of the book. The reader uncertain of the nature of the book, and doubtful whether the subject has any interest, is given a brief glimpse of what it really is, and is helped to a decision. The chief use of annotation is to bring the contents of the books clearly before the searcher's view, without passing any direct opinion on its merits or defects. It supplements classification, because the latter shows the available material on any subject, and annotation shows the nature of that material; moreover, as a closely classified catalog or shelf shows the approximate sequence of the material, so a good annotation shows the actual sequence by referring to books preliminary to, and books extending the subject." Criticism is one of the abuses of annotation. To attempt to give too much information, to include irrelevant details, or information already conveyed by the title are common abuses. The plot of a novel should not be outlined in the note. Drawing attention by a note to the fact that a novel is undesirable reading is unwise.

Value of annotation in catalogues and book lists. E: Geen. Lib. Assn. Rec. 8: 444-9. S. '06.

In no department of library work "has lack of enterprise been more noticeable than in the production of catalogs, book lists and other literary aids." The majority of catalogs for a long time only gave the bare information contained on the title page. "My plea is for more descriptive cataloging or annotation. . . . In looking over one of the best examples of dictionary catalogs I am acquainted with, the following entries appear, which I think most of you will agree are quite insufficient. . . . A Life's decision, by Allies, conveys nothing definite, and the same may be said of the entry, Our brothers and sons, by Reaney. These entries stand in need of some explanatory note. A further entry, Attic life and manners, might to the average reader suggest a discourse on garrets instead of on Greeks. . . . In another catalog I find such bald entries as Bad times, by A. R. Wallace, Turbans and tails, by Bamford, New studies in old subjects, Discussions and arguments, Foundations, and A forbidden land, all of which give no clue whatever to their contents. . . . A further instance where annotation would have been beneficial is provided in the case of a reader—an enthusiastic student of entomology—who selected from the catalog a book entitled London insects, only to find that it related not at all to his favourite study, but dealt with the child-life of London slums." In Joseph McCabe's Twelve years in a monastery "the note would be that it is 'mainly a criticism of the Romish system, by a seceder.' . . . Percy Alden's The unemployed would appear in most library catalogs where annotation is not practised with the bare author, title, date and number only. Such an entry supplemented by a concise note stating that the author advocates the establishment of a government department, farm and labor colonies, grants to trade unions' unemployed, a shorter working day, etc., is rendered of infinitely greater value to readers. . . . How far annota-

tion should go, and how it should be carried out, demands some consideration. In the first place, I am of opinion that it should be mainly 'descriptive,' that is, the making known of a book's contents. Criticism, if indulged in at all, should be strictly subordinated to description, for the chief information readers want is some idea as to subject-matter. Then if criticism is introduced there is always danger of the annotator inflicting his own personal tastes and opinions, which in many cases will be contrary to those of his readers. For this reason criticism, except of a very general nature, is best left alone. In the preparation of annotations much skill is required. Even when it is only a case of selecting sentences from some review or literary journal nice discrimination is necessary, and in many cases condensing and recasting of information will be required, all of which calls for ability to do neatly and successfully. Only those who have attempted this kind of work have any idea of the labor involved in trying to describe in a couple of lines or so the theme of a book. But whatever the labor involved it is certainly productive labor, judging by the better use made of books selected from annotated lists."

Apprentice classes. See Library training.

Architecture. See Buildings.

Archives.

See also Public documents; State documents.

Building up the Canadian archives. Nation. 83: 52-3. Jl. 19, '06.

Arrangement, Alphabetical. See Alphabetical arrangement.

Art department.

See also Art galleries; Art libraries; Pictures.

Art libraries. Nation. 83: 197-8. S. 6, '06.

Notes from the art section of a library with hints on selection and buying. Charles Ammi Cutter. (American library ass'n. Library tract, no. 5.) D. 22p. 5c. '05. A. L. A. pub. board.

The main objects of the art section are "(1) to recreate, rest, please; (2) to instruct, enlighten, satisfy the desire for knowledge; (3) to improve, elevate, morally and spiritually; (4) to inspire, vitalize." As a guide to selection you must "ascertain whether your public has any definite art character, any knowledge of art, any traditions of art study and taste." When the art department was inaugurated in Northampton no special attention had been paid to art by the people of the city. As a first step photographs were written about in the newspapers, and art was forced on the people. Now there are five clubs studying art and there is an art teacher in the schools. Mr. Cutter tells how to prepare one's self to know art and how to select wisely for the various departments of an art section.

Subject groups for illustrated works. W: M. Merrill. Pub. Lib. 10: 173-4. Ap. '05.

Use of art books. K. Patten. A. L. A. Bul. 1: 179-83. Jl. '07.

The art book-room serves the student in studying the history and technique of art. To protect the book while tracings are made, transparent gelatine plates are placed between the book and tracing paper; the bottle of ink is placed in a much larger vessel, while the student is allowed plenty of table room. Students are asked to remove gloves and are provided with a lavatory. "A very useful adjunct to the main catalog is the picture catalog, wherein are indexed briefly the most important pictures in the art periodicals, the great gal-

Art department—Continued.

eries, and such other collections as are of a miscellaneous character." A series of exhibits helps attract new users of art books. Architecture and decorative design for industrial art are two lines in which an art library should be of special use in a community and along which its development should be pushed.

Art galleries.

See also Art libraries; Museums.

Art galleries in library buildings. Pub. Lib. 15: 156-7. Ap. '10.

Civic relations of libraries, museums and art galleries. Lib. J. 30: 22-3. Ap. '05.

Triple alliance: the public library, the public museum, and the public art gallery. H: D. Roberts. Lib. Asst. 7: 182-91. Jl. '10.

Art libraries.

Ryerson library of the art institute. M. Van Horne. Educ. Bi-Monthly. 4: 290-2. Ap. '10.

Assembly halls.

See also Libraries as social centers.

New York public library assembly halls. M. J. Simkhovitch. Char. 15: 885-6. Mr. 17, '06.

Libraries are maintained by taxation. Then the buildings should be freely used by the community. The library should be a neighborhood center. The halls may be used for "loan exhibitions of good pictures, flower shows, exhibitions by the Board of health, the Tenement house department, the Department of public charities, the Park department." "The halls ought to be open for the free discussion by the neighborhood of its neighborhood needs."

Assistants. *See* Librarians and assistants.

Associations. *See* Library associations and clubs.

Atlases.

See also Maps.

Maps and atlases—their selection and care. S. E. Ball. Pub. Lib. 15: 11-5. Ja. '10.

Notes on this article are given under the heading Maps.

Auction sales. *See* Book buying; Prices of books.

B**Bancroft library.**

Some of the material in the Bancroft library. Pub. Lib. 11: 60-1. F. '06.

Bequests. *See* Gifts and bequests.

Best books.

See also Bibliography; Book lists; Book selection; Children's reading; Fiction; Reference books; School libraries; Technical literature.

Best book cards, American association for international conciliation. Lib. J. 36: 420. Ag. '11; Same. Pub. Lib. 16: 334-5. O. '11.

The American association for international conciliation issues at intervals best book cards

which it furnishes free to any public library that will insert them in their card catalog. About 400 libraries have asked for the cards and an edition of 1000 is printed monthly. "The body of the card is filled with from three to five titles of books which in the opinion of the bibliographer are the best books on the subject. The titles are annotated."

Best books of 1908. M. T. Wheeler. Ia. Lib. Q. 6: 31-2. Ap. '09; N. Y. Libraries. 1: 236-8. Jl. '09; Lib. J. 34: 405-6. S. '09.

Book list for a small library. E: Prime-Stevenson. Ind. 71: 1328-31. D. 14, '11.

Notes on this article are given under the heading Book selection.

550 children's books: a purchase list for public libraries. comp. by H. H. Stanley. D. 24p. pa. 15c. (D.) '10. A. L. A.

"To indicate a model collection of books for a children's room is not the plan of this list. It aims rather to cull from the mass of juvenile literature in print, some five hundred or more titles approximately the most wholesome and interesting and the most useful in average public library work."—Preface.

Perpetual "best-sellers." E. T. Tomlinson. World's Work. 20: 13041-5. Je. '10.

Popular books of travel for a village library. J. S. Harron and M. E. Eastwood. N. Y. Libraries. 2: 16-31. O. '09.

An annotated, selected list of 264 popular works of description and travel. The selection is planned as a substitute for and improvement on such sets as Stoddard's Lectures and the Burton Holmes Travelogues. It is intended to meet the needs of the "arm-chair traveller."

Reference list of titles suggested for a special library binding. Comp. by L. Jeffers. 125p. '09. New York public library.

The list is confined chiefly to fiction and classics for adults. "Comparison is made with English editions that are less expensive, when imported free of duty, than the corresponding American books. Usually the English price alone is quoted on books that are imported and sold at a higher rate by American publishers, but occasionally both prices are listed. Numerous titles that are out of print in this country are quoted in English editions. The basis for cost comparison between American and English editions is in each case the published price, less the library discount, plus the cost of binding the American book here, and the English book abroad. The works of an author are listed in sets only when all the volumes are issued by the same publisher at a uniform price per volume. When the price per volume is given, each title in the set can be purchased separately. When the works are quoted, some of the most prominent titles are listed separately in order to call attention to the editions. For convenience in reference use, poetry is generally listed as 'poetical works.' This list was carefully revised in the fall of 1908."

Revised list of technical books suitable for public, industrial and school libraries, and for both general and technical readers. Prepared by a committee of the Society for the promotion of engineering education. D. 64p. n.p. '06. McClurg.

In 1901 a committee was appointed by the Society for the promotion of engineering education to prepare a list of scientific and technical books as an aid to librarians. The committee submitted a report in 1903, and this list has been revised in the present year, 1906.

Best books—Continued.

Selected books on nature study for schools and libraries. E. L. Bascom. Education Dept. Bul. 467: 1-42. Mr. 15, '10. University of the state of New York, Albany, N. Y.

An annotated list published as an Arbor day annual.

Selection from the best books of 1909 with notes. N. Y. Educ. Dept. Bul. 477: 1-54.

Suggestive list of books for a small library recommended by the League of library commissions. O. 58p. pa. 15c. '05. League of library commissions.

The books suggested are for adults.

Suggestive list of children's books for a small library, recommended by the League of library commissions, comp. by H. T. Kennedy. O. 102p. pa. 25c. '10. Wisconsin Free Lib. Com.

"In this list of five hundred books, an effort has been made to cull the best among the new books as well as to keep the best of the old. Some books have been included which the children would not voluntarily choose, but which they can be encouraged to read and enjoy, if the librarian herself knows and loves them." As a further aid in selection the Maltese cross (+) is used to designate books recommended for first choice.

Tentative proposals for the compilation of a catalogue of best books. F. J. Peplow. Lib. Assn. Rec. 11: 22-8. My. '09.

The Library association is urged to publish cooperatively lists of best books for public libraries similar to the A. L. A. booklist and the A. L. A. catalog. Such lists can be compiled satisfactorily only by experienced librarians. It is suggested that the standard list should contain 10,000 titles.

Vote on best books of 1909 for a village library. M. T. Wheeler. N. Y. Libraries. 2: 130-3 Jl. '10.

Bibliographical society of America.

Opportunities for bibliographical work. W: C. Lane. Lib. J. 31: 118-9. Mr. '06.

Bibliography.

See also Best books; Book lists; Librarians' aids; Reference books.

Activities in bibliography. R. A. Peddie. Lib. Asst. 7: 43-6. D. '09.

Aids to readers: printed and mechanical. W. B. Thorne. Lib. Asst. 5: 196-9. D. '06.

These aids consist of bibliographical works, reading lists and bulletins, etc. Of course the catalog is the prime guide. Annotated lists are very helpful.

Arrangement of bibliographies. A. W. Pollard. Library, n.s. 10: 168-87. Ap. '09.

"An ideal bibliography demands a perfect acquaintance with the subject matter and with all possible forms in which it may be arranged." The method of arrangement should be intelligible, constantly visible, certain and permanent. The alphabetical arrangement according to authors fulfils most of these conditions, but furnishes no clue to the development of

the subject unless copiously annotated. The method of arranging entries chronologically by date of publication enables the student to trace the rise and fall of interest in a subject. It has the disadvantage of requiring repetition of entries for various editions of a book. In a large bibliography it is necessary first to classify entries into the several natural divisions of the subject. This is usually an historical plan. Wholes should take precedence of parts. A subject bibliography should begin with existing bibliographies followed by general works. "Remaining headings should be arranged alphabetically. Valid reasons for abandoning the alphabetical sequence are (1.) the natural priority of wholes or collections over parts and individuals, and, (2.) the great advantages of following the chronology of the subject in all historical headings or subheadings where the users of the bibliography are likely to know enough to use the arrangement without a double reference. Wherever there is any doubt as to this, it is safest to follow the alphabet."

Aspects of the work of Henry Bradshaw. C. F. Newcombe. Lib. Assn. Rec. 7: 392-403. Ag. '05.

Bibliographic exchange. E. F. McPike. Lib. J. 30: 857-8. N. '05.

Bibliographic needs and possibilities. E. F. McPike. Dial. 40: 78-9. F. 1, '06.

A bibliographic clearing house is needed in America to centralize bibliographic work. An American bureau of bibliography might undertake an international catalog of technological literature, and a new bibliography of bibliographies. "The general summing up of knowledge and the saving of time that such an index would insure, are elements too important to escape the attention of thinking people." "The existence of a central bureau of bibliography would facilitate intercommunication between investigators and the exchange of data relating to monographs wanted or in preparation."

Bibliographic work of the library of the United States bureau of education. E: D. Greenman. Lib. J. 36: 180-1. Ap. '11.

The bibliographic work of the library of the bureau of education consists of: 1, the preparation of an annual bibliography of education; 2, the compilation of brief bibliographies on special subjects; 3, the indexing of current educational periodicals. There are on file now in the library, selective bibliographies on over 700 subjects relating to education. These are sent out to any one desiring such material.

Bibliographical aids in the public libraries of Bristol. L. A. Taylor. Lib. Assn. Rec. 8: 218-9. My. '06.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bul. 1: 129-32. Jl. '07.

Bibliographical guides. W. D. Johnson. Pub. Lib. 10: 117-8. Mr. '05.

Bibliographical notes on historical composition. W. E. Foster. A. L. A. Bul. 1: 187-90. Jl. '07.

Bibliography and cataloging: some affinities and contrasts. F. L. Tolman. Pub. Lib. 10: 119-22. Mr. '05.

Bibliography is ideal cataloging, though it is always particularized, more special than the catalog. It is intended to meet special needs, particular questions.

Bibliography—Continued.

Bibliography and documentation in general; votes recorded by the Brussels congress of bibliography and documentation, 1910. Lib. Assn. Rec. 12: 479-83. O. '10; Same. Lib. J. 35: 447-9. O. '10.

Bibliography as related to the use of books. Pub. Lib. 16: 433. D. '11.

Bibliography in America. W: C. Lane Dial. 38: 76-8. F. 1; Same. Pub. Lib. 10: 111-3. Mr. '05.

Bibliography in Canada. L. J. Burpee Library, n.s. 6: 403-11. O. '05; Same. Pub. Lib. 12: 401-5. D. '07.

Bibliography of bibliography. J: Warner. Croydon Crank. 1: 22-4. Ap. '08.

"To the reference library assistant bibliographies are of value principally in the case of obscure topics on which the library possesses no special literature. On more general subjects—assuming that the library is scientifically classified—the assistant will be able to satisfy the wants of an enquirer from the library catalog; and from the same source if the cataloging system is an advanced one, he will be able to see at a glance what bibliographies the library possesses on a given subject. For the latter purpose in libraries where the catalog is on cards, colored cards can be used to indicate books containing bibliographies. As a general rule, minor topics, however obscure, will be found treated as sub-divisions of some larger subject, and it is in this respect that the bibliography offers valuable opportunities for detailed analytical and cross reference work, which can only be carried out to a very limited extent in the library catalog."

Bibliography of library economy: a classified index to the professional periodical literature relating to library economy, printing, methods of publishing, copyright, bibliography, etc. H. G. T. Cannons. O. 448p. 7s. 6d. '10. S. Russell & Co., Colonial House, Tooley st., S. E., London.

Bibliography of the official publications of the Confederate States of America. H. A. Morrison. Bibliog. Soc. of Am. Proc. and papers. 3: 92-132. '08.

Concerning practical bibliography. J. Walton. Lib. Asst. 7: 7-15. O. '09.

The guiding factor in the library world to-day seems to be the "importance attached to work in practical bibliography, to the increasing demand for further work of a like nature, and especially for selective bibliographies. . . . The choice of books should be based on the sure and certain knowledge that they are the best of their class." Elaborate systems of classifying and cataloging are useless if the element of intelligent book selection is lacking. It is proposed that the Library association undertake a catalog of best books to contain 10,000 or more titles. A complete catalog of any fixed number of books does not seem desirable because the world of best books is made up of those which time little affects, those certain of a more or less lengthy and useful life, and those soon out of date. Poetry and other forms of pure literature are for all time and all men. Guidance to selection of such books is to be found in abundance in literary histories. No useful purpose could be served by adding to such guides. For the books that retain their value for a more or less lengthy period, a series of Library association bibliographies issued volume by volume as convenience and demand dictate is desirable. One

of the best selective bibliographies is J. M. Robertson's Courses of study. The volumes of the series of Library association bibliographies should be revised every ten years. Among the books whose usefulness is short lived are those in sciences and arts in which rapid changes are taking place. For these a monthly or quarterly list of the books as they are published is preferable. A bibliography of modern subject bibliographies arranged in class order should also be undertaken. This should include usable bibliographies that have appeared in book form. Some way should be devised for publishing lists of bibliographies that are parts of books. Such bibliographies should always be indicated in catalogs.

Co-operation in bibliographical research. E. F. McPike. Dial. 38: 226. Ap. 1, '05.

Cooperation in scientific bibliography. C: A. Kofoid. Science, n.s. 27: 543-5. Ap. 3, '08.

Notes on this article are given under the heading: Concilium bibliographicum.

Co-operation of the state libraries and the Library of congress in the preparation of reference lists. H. H. B. Meyer. A. L. A. Bul. 4: 713-5. S. '10; Same. Special Lib. 1: 60-2. O. '10.

A discussion of the topics which fall within the scope of the Library of congress bibliographical research department.

Educational value of bibliographic training. W. H. Austen. Lib. J. 34: 427-30. O. '09.

Students in our schools should be taught how to help themselves by means of the bibliographic aids in libraries. Scholars should learn to respect bibliographic law in citations to the literature of a subject. There should grow up a body of trained library users.

Fugitive bibliography in relation to book selection. J. D. Young. Lib. Asst. 6: 192-6. O. '08.

One great difficulty which the book selector for the small library finds is the lack of small select bibliographies. Large bibliographies lack critical and evaluative notes, so essential to the librarian who must make a limited selection. A most valuable bibliography for the librarian of a small library can be compiled from lists given in the prefaces and introductions of books already in the library. "The average author is, as a rule, content in his preface to limit his remarks to the books which he has found most useful, and he frequently takes it upon himself to advise the young students (this is merely the author's modesty) as to the best books to use if the said young student wishes further to pursue his studies in the same subject. The author freely annotates all recommended books, and while it must be admitted that annotation is an art which does not admit of perfectibility, yet such annotations are probably the best obtainable. . . . The average bibliography which is added to a book on some specific subject is extremely imperfect. This, however, does not detract from its utility. The fact that the compiler of the bibliography has in all probability read—nay, even studied—the works mentioned therein, makes the annotations, which are generally added most valuable." A bibliography, so compiled, may be safely used for all classes of literature, except science where the information given would be, for the most part, on obsolete books.

Greenwood's library for librarians. Lib. J. 31: 272-3. Je. '06.

Guides to book selection. J. D. Stewart and O. E. Clark. Lib. World. 11: 409-17, 455-50. My.-Je. '09.

An annotated list from the English point of view.

Bibliography—Continued.

- International institute of bibliography. Pub. Lib. 15: 326-7. O. '10.
- International institutes in Berlin for the bibliography of the social sciences, medicine, jurisprudence, and technology. A. C. von Noé. Bibliographical Soc. of Am. Papers. 5: 97-107. '10.
- Library association examination syllabus: practical bibliography. H: A. Sharp. comp. Lib. World. 13: 298-302. Ap. '11.
- Lincoln collections and Lincoln bibliography. D. Fish. Bibliog. Soc. of Am. Proc. and papers. 3: 49-64. '08.
- List of bibliographies contained in United States public documents from June, 1903, to May, 1904. Lib. J. 30: 287-8. My. '05.
- Manual of practical bibliography. James Duff Brown. O. 175p. *75c. '06. Dutton.
- National bibliographies. R. A. Peddie. Lib. World. 12: 379-80, 424-6, 459-67. Ap.-Je. '10.
- Need of a scientific bibliography of incunabula. F. Weitenkampf. Lib. J. 33: 358. S. '08.
- Need of an American bibliographical institute. Pub. Lib. 10: 24-5. Ja. '05.
- Need of bibliographic equipment. Pub. Lib. 16: 374. N. '11.
- The special need for proper bibliographic equipment in college and university libraries is emphasized. "One result of a college course should be to get a man into the habit of seeking for and using the best tools, for it is in the ability to look up any question that may arise that a student will derive the greatest advantage from his education. . . . The need and use of bibliographic equipment reaches its maximum in the professional and graduate schools. There should be distinct instruction in every course of graduate or professional work in the bibliography of the subject until the student acquires a working familiarity with the tools in the field."
- New Hain. A. G. S. Josephson. Lib. J. 33: 182-3. My. '08.
- Notes on section II of the Library association examination syllabus. Lib. World. 13: 377-80. Je. '11.
- Notes on the bibliography of library economy. A. G. S. Josephson. Pub. Lib. 10: 122-3. Mr. '05.
- Opportunities for bibliographical work. W: C. Lane. Lib. J. 31: 118-9. Mr. '06.
- Plea for an international catalog of technological literature. F: J. Teggart. Pub. Lib. 10: 114-5. Mr. '05.
- Popular reference books—how to use them. E. Moir. Ontario Lib. Assn. Proceedings. 1911: 69-81.
- Notes on this article are given under the heading Reference books.

Possible bibliographical activities of the Library association; abstract. R. A. Peddie. Lib. Assn. Rec. 11: 187-9. Ap. '09.

Advocates a co-operative supplement to the British Museum catalog, union lists of periodicals, a catalog of government documents, revision of copyright lists, collection of printed catalog cards and other bibliographical undertakings.

Practical bibliographies. A. Keogh. A. L. A. Bul. 1: 35-9. Jl. '07.

The function of practical bibliography is to facilitate research and define the boundaries of knowledge. Bibliographies are limited in scope "by territory, by period, and by subject." Trade lists are regional bibliographies which record the books published within a given territory. They usually have also certain chronological limits. It is in subject matter that bibliographies vary most. Another difference is in their internal arrangement. A third great difference is in their completeness, accuracy and value. "It is, largely because the historians of earlier days did not employ all the documents, but only those on which they could lay their hands, that their works are without scholarly value. . . . A complete and accurate list of titles is . . . only the indispensable beginning of a bibliography. The user is still compelled to consult and analyze each work in order to discover the parts of value to him. . . . Those bibliographies are of the most use that give after each title a note explaining the scope, method, or conclusions of the work. . . . Critical annotations should tell the author's qualifications for his task; his attitude toward his subject; his defects, errors and limitations, with references to the necessary supplementary reading; and the particular purpose, and class of readers, to which a book is best suited. . . . From this conception of bibliography, it follows that most of the lists now in use are not bibliographies at all, but only attempts toward bibliographies; and further, that librarians in general are not competent to make bibliographies. To personally examine all the books in the field, to make a list which shall omit books once of repute but now obsolete, and shall include old-fashioned books that are still valuable for erudition or criticism; to know how far a book is original and how far an echo; to avoid hasty critical judgments, especially in current literature; to make judicious quotations; to suggest proper methods of use and the best order in which books should be read; to make a list which a scholar may be glad to consult and a beginner will find indispensable; these are tasks from which any of us might shrink. . . . A library should build up its bibliographical collection as fully as possible, and see that readers use it constantly. It is a great mistake to place the bibliographies in the librarian's room, the catalog room or other out of the way place." Bibliographies are indispensable in selecting books, in compiling reading lists, and in indicating a field of knowledge yet untitled.

Practical bibliography: notes on the making of printed book lists. A. H. Leypoldt. Lib. J. 31: 303-7. Jl. '06.

"The first practical thought in cataloging and list-making . . . must go to the constituency for whom the special work is intended. If it is to be a practical working tool for booksellers, for instance, the details of authors' names and pseudonyms, popular references and cross-references, entries of titles under catchwords instead of accurate title, must all be considered." Then finances must be considered and invention, makeshifts and originality must come into play to keep the cost down. Help is an important item. Often inexperienced assistants do as satisfactory work as trained helpers. A summary of methods used in mak-

Bibliography—Continued.

ing up the Publishers' trade list annual index is given, also a history of the work done on the American catalog and the Publishers' weekly.

Preparation of bibliographic data for the American political science association: report. C: McCarthy. A. L. A. Bul. 1: 214-6. Jl. '07.

Present bibliographical status of modern philology. C. S. Northup. Bibliog. Soc. of Am. Papers. 5: 71-94. '10.

Serial bibliography of bibliographies. Pub. Lib. 10: 123-5. Mr. '05.

Service of Henry Bradshaw to bibliography at Cambridge. F. J. H. Jenkinson. Lib. Assn. Rec. 7: 473-81. O. '05; Same cond. Lib. World. 8: 60-4. S. '05.

Sources of municipal information. F: Rex. Special Lib. 1: 75-6. D. '10.

The publications of the United States census bureau include statistics of cities and monographs on water supply, sewerage systems, milk, etc. The bulletins of the Labor bureau often contain comparative material on municipal functions, public utilities, education, hours of labor, housing, the liquor problem, etc. The Bureau of manufactures issues such reports as municipal markets and slaughter houses in Europe and municipal taxation in Europe. The two best bibliographies are Brook's Bibliography of municipal problems, and Brown's List of titles on municipal government. City charters and ordinances can be had for the asking. Halton's Digest of city charters is very valuable. "The annual municipal departmental reports must be thoroughly indexed to make them available as sources. Published proceedings of aldermen and city councils must be had if one would keep abreast of the times."

Suggestion for an international bibliographic exchange. E. F. McPike. Science, n.s. 23: 547. Ap. 6, '06.

"The writer recently suggested that a bibliographic bulletin be issued by the Library of congress to disseminate bibliographic intelligence, prevent duplication and incite cooperation. . . . Let the various historical and scientific societies adopt and distribute, in duplicate, a uniform blank calling for reports (titles and scope) of special bibliographies in preparation. Nearly every investigator is compiling a reference-list more or less extensive. The societies, upon receiving reports, should preserve the originals and transmit the duplicates, if of a scientific character, to the Smithsonian institution of Washington, or, if not of scientific import, to the Library of congress. . . . A growing list of special bibliographies in preparation would be very useful and would aid greatly in the general diffusion of knowledge."

Support of bibliographical undertakings. Lib. Work. 2: 107. Jl. '08.

"The library with a few good books and magazines and the proper tools to care for its material and make it accessible to its patrons is rendering a far more economical and efficient service to the community than one with greater resources which are only half used because the proper tools are lacking. If every library in this country would devote one per cent of its income to the support of co-operatively made bibliographies there would be absolutely no lack of good indexes for every kind of library and in every department. The total library income per year may be conservatively estimated at \$15,000,000. At one per cent, this would make an annual provision of \$150,000, enough to supply every library with all the bibliographical helps needed."

Survey of periodical bibliography. J. C. Bay. Bibliog. Soc. of Am. Papers. 5: 61-9. '10.

Thomas Greenwood library for librarians at Manchester. W: E. A. Axon. Lib. Assn. Rec. 9: 302-6. Je. '07.

Training of college students in bibliography. A. Keogh. Pub. Lib. 14: 124. Ap. '09.

"A course in the bibliography of history is required of all students at Yale university before further courses in history can be taken. . . . The aim of the first term is to introduce students to as large a number of books as possible. . . . Early in the term the students are taught to use the preface and contents of books, to discuss their scope, and to pass criticism upon them. A personally conducted tour of the library is made, the reference shelves shown, the location of the ordinary books needed, and the method of taking out books is explained. . . . The aim of this bibliography is to teach students how to find articles and how to cite references."

Use of natural history books. E: J. Nolan. A. L. A. Bul. 1: 123-8. Jl. '07.

An attempt "to indicate to those not familiar with the specialties of the naturalist a few of the bibliographical aids to which he may have recourse in the conscientious performance of his work."

Work of the Concilium bibliographicum of Zurich. A. L. Vogt. Pub. Lib. 13: 42-3. F. '08.

Notes on this article are given under the heading Concilium bibliographicum.

Binding and repairing.

See also Books, Making of; Care and preservation of books; Leather; Marking books.

A. L. A. committee on bookbinding; report, 1911. A. L. A. Bul. 5: 76-7. Jl. '11.

Address at first library meeting. H. Nyhuus. For Folke-og Barneboksamling. er. 2: 92-5. D. '08.

A uniform binding has various advantages. Here in Christiania the books of the Delchman library are so well known that it is very difficult to dispose of them except to the most illiterate junkman. (Translation.)

Better bookbinding for libraries. H: E. Bliss. Lib. J. 30: 849-57. N. '05.

"Books usually break in one of three ways: 1, the joint or hinge parts . . . [and] the cover pulls away . . . 2, leaves or sheets are loosened, [and] torn away . . . 3, hollow backs come off, and . . . the boards separate." Hollow backs continue in vogue for the sake of the gilding. Tight-back bindings are the most permanent for books in constant use. Excess of glue causes the inflexible back to break and often forces a section out. For permanent use binding on sheet stock is most economical. Sewing two sheets on is a cheat when there are less than four bands. When a book is dilapidated overcasting or whipstitching is necessary. Large illustrated books should be overcasted into sections before they are sewed into book form. "In leather and duck bindings the bands should always be fastened into the boards—laced in."

Tape bands should be inserted into split or double boards and glued. . . . The joint should be strengthened by a hinge of silesia or muslin. For a strong joint Mr. Chivers uses "Three strips of linen, one pasted on the top of the end sheet, the second reinforcing the end-paper, the third, the hinge prop-

Binding and repairing—Continued.
er." Persian goat skin, buck, and modern sheepskin are not durable leathers. Cloth is better than parchment for corners. Full specifications should be given to binders.

Better bookbinding for libraries. H: E. Bliss. Pub. Lib. 11: 294-9. Je. '06.

"The chief infirmities of modern book-binding are assignable to . . . the poor quality of most of modern paper, imperfect sewing, lack of flexibility in the back and joint, weak attachment of the book to its cover, and the perishable material used for covering." Books should not be sewed two sheets on except in larger books, which require more than five bands. Inflexibility is mainly caused by using too much or too stiff a glue, or "the glue is allowed to penetrate too far between the sheets." Another fault may lie in the whip-stitching. "Inflexibility is sometimes increased by the saw-cuts being too deep, or by their gathering too much glue." Tight backs undoubtedly wear longer than the ordinary hinged cover with the hollow back. In selecting leathers for coverings, care must be taken to see that sulphuric acid has not been used in the dyeing processes. Sheepskin and calfskin do not stand long wear, Persian goatskin exposed to the air for 20 years crumbles at the slightest touch. Pigskin of natural dye is good, levant is better and costs no more. The librarian has need of knowledge and judgment in regard to binding. "In preparing books for the bindery, the required sewing, joint, materials, etc., should be specified for each book, or lot of books, with reference to the size, quality of paper, condition of the book and its probable use, sometimes its value or literary character." Explicit and detailed yet concise instructions should be given the binder and he will give better service knowing that his work is scrutinized.

Binding. (In Fifty-first annual report of the Wilmington Institute free lib., 1907-8, p. 25-7.) O. 36p. pa. Wilmington Institute free lib.

"In March, 1905, the library bought a number of books in the Chivers patent binding. Since then these books have been freely bought whenever it has been impossible to secure them secondhand. . . . Up to the present time only four have been withdrawn from circulation. Two of these were mutilated and withdrawn before they were worn out, and the other two became so dirty that they were withdrawn before they were actually worn out. . . . Several publishers have been induced to issue certain books in an edition especially bound for library use. The library has in every case purchased copies of these books and has put them into circulation together with those regularly bound. The actual cost of the special edition is ten cents a volume more than the regular edition, but we believe that the money is well invested because the books in the special edition last much longer than the regular edition and are always available at the times when they are most wanted."

Binding. K. H. Field. News Notes of Cal. Lib. 5: 371-2. Jl. '10.

"If necessary to send books to a commercial bindery the smaller libraries in a given section should form an association and enter into a contract with one binder, with complete specifications carefully drawn. In this manner the work can be done cheaper, quicker, better and with uniformity. The number of books then secured is an incentive to good work. Books are returned to circulation with little delay. Such an arrangement is especially valuable to smaller libraries, as they thereby save time and money. . . . Books are returned within a month from receipt. All books defective in workmanship are made good, if reported within six months of delivery."

Binding. E. D. Henwood. Pub. Lib. 13: 227-8. Je. '08.

"The first operation in bookbinding is to fold the sheets into sections, then the sections are arranged in proper order. The collected sections are pressed and shallow channels are sawed across the back in order to admit the cords to which the sections are sewed. A sewing bench is used in the operation of attaching the sections to the cords by threads passing around the latter. The back is then covered with a coating of glue, and rounded with a hammer, after which it is trimmed. Then the book is again glued, and the back covered with binders' muslin. The case is then made and placed on the book, and then put under a heavy pressure for a few hours."

Binding and repairing at Worcester county law library. Lib. J. 30: 933. D. '05.

A small plant was installed and repairing was done at an average of 50 cents per volume, binding at 65 cents per volume. Processes gone through in repairing are given.

Binding clerk's soliloquy; poem. O. E. Norman. Lib. J. 35: 371. Ag. '10.

Binding for small libraries. A. L. Bailey. (Library handbook, no. 5.) A. L. A. publishing board. '09.

Binding, historic and artistic. R. W. Adams. Pub. Lib. 11: 289-93. Je. '06.

Mr. Adams gives an interesting account of binding in earlier times and in many countries and closes with an account of the artistic binding done in the United States to-day. "It is surprising to find how little the processes of putting a book together by the best hand binders of today vary from the methods in use 14 or 15 centuries ago. The materials have changed and the workmanship of today is much more accurate, neater and more finished, but the essential principles, the foundation of binding, do not differ greatly."

Binding in an English library. Lib. J. 34: 223-4. My. '09.

Binding specifications established by the public library department of the St. Pancras borough council, England.

Binding kit. Pub. Lib. 12: 237. Je. '07.

"A list of things required in taking the binding course offered by the New York library school at Albany."

Binding records. A. D. Swezey. il. Pub. Lib. 14: 5-7. Ja. '09.

The binding department of the University of Illinois library uses a card system instead of the usual binding book. The advantages are "that the card system permits an alphabetic arrangement of the volumes at the bindery, thereby making information of current binding easily accessible; saves labor in rewriting entries, and minimizes the number of records to keep and consult."

Book repairing. C. Field. News Notes of Cal. Lib. 2: 105-8. F. '07.

Do not use glue for repairing any book that is to go to the binder's later. Use long handled paste brushes and keep them soft by soaking in alcohol not water. Home made flour paste with alum to keep it fresh is cheaper than library paste. It can be made once a week. When covers are loosened from the back remove anything which you have pasted inside. Then "carefully slit the edge of the cover nearest the back of the book. Take a strip of book muslin and paste a generous edge to the back of the book. When it becomes thoroughly dry cover the other side of the muslin strip with paste and with a thin-bladed

Binding and repairing—Continued.

knife, or similar tool, force the strip into the slit." After the book is dry put on new cover facing and fly-leaf. Paper for fly leaves may be obtained from almost any printing house. "A loosened leaf may be either tipped with paste, and carefully crowded back into place, or it may have a narrow strip of paper pasted to it to form a hinge." Use onion paper for repairing torn places. An emerald eraser is good for cleaning the inside of a book. "Two applications of diluted oxalic acid, applied with a camel's hair pencil with the use of blotting paper is said to remove all traces of ink stains. . . . Alcohol will freshen a cover which is not badly soiled, and ammonia much diluted will remove a great deal of dirt, and also the color, unless you are very careful." Apply both with a brush. Ivory soap and water and a soft rag give good results. To restore covers apply a thin coat of shellac thinned with grain alcohol. When the back of a book cover is torn recover it with paper cambric. "First cut a piece of rather heavy paper slightly longer than the height of the book and wide enough to permit the edges to lap onto the covers about three-eighths of an inch. Next cut a piece of cambric an inch longer and an inch wider than the paper. Paste the two together, leaving equal margins on all sides. Turn both ends of the cloth over the paper and paste securely. The cambric stretches when it is wet; therefore, if the edges at the sides become uneven trim them and then paste the whole to the back of the book. . . . White ink is good for marking the backs of the cambric covered books, and gold ink for nicer work." If the entire book cover is shabby "cut three pieces of the cambric, one for the back and the other two for each of the covers allowing margins on all sides for turning in. Cover the back, using the strip of paper as was described. When ready to do the covers, turn in the edge of the cambric which is to go nearest the back, and paste. Cover the original cover of the book with paste, then put on the cambric, smoothing out the wrinkles with the palms of the hands. Before turning the edges over the board cover, cut away the superfluous squares of cloth at the corners. Be very careful, or you may cut too much. Turn the edges over and paste down, taking particular care at the corners, for this is where the cover wears shabby so quickly. If the book has two or more fly-leaves, very often you can save much time and still have your work look well, if you turn the first leaf back and paste down the cover facing. If this cannot be done, cut a new facing and fly-leaf from a single piece of paper. When the cover is dry, shellac the whole; and when that is dry do the lettering."

Book repairing. F. F. Prince. Vermont Lib. Com. Bul. 5, no. 2: 7. S. '09.

Book surgery in libraries. Pub. Lib. 11: 311-2. Je. '06.

In lettering the binder first brushes the place where the letters are to stand with egg. Gold leaf is put on over this. Then with the heated pallet in which the right letters have been inserted the name is stamped in.

Bookbinding. J. C. Dana. Lib. J. 31: 182-3. Ap. '06.

The Newark library finds the following materials good: "For much-used books half red cow with imitation leather sides, which can be washed; for less used books English imperial morocco cloth, or for a cheaper binding dark blue art canvas with gold lettering; for reference books not much used half best morocco; for newspapers half duck with cloth sides."

Bookbinding; preprint of Manual of library economy, ch. xxvi. A. L. Bailey. 23p. bibliog. pa. 10c. '11. A. L. A.

Bookbinding: a suggestion. J. W. Singleton. Lib. World. 8: 289-90. My. '06.

Mr. Singleton discusses the question of buying books in sheets from the publishers, the library then doing its own binding.

Bookbinding and book-production. C. J. Davenport. Lib. Assn. Rec. 7: 553-4. N. '05.

The earliest records were cut in rocks and consequently had no form of binding. Later papyrus was used and rolled and these rolls presently developed into books. "The real precursors of our rectangular bindings were to be found amongst diptychs, which were found in Pompeii chiefly, and were called diptychs because they were double, just like a small child's slate, but hinged at the back. They were made of wood, lined with blackened wax, and on one of them was found the earliest known Latin inscription, a record of a payment, dated A. D. 65." Leather bindings were used about the middle of the fifteenth century. They were stamped with cameo stamps. "In England the books were sometimes bound in embroidered velvet. At the end of the fifteenth century the curious art of gold-tooling, which had been known long before in the east, came to Europe. It probably came through Venice, which had a large trade with the east. Some of these bindings were very beautiful, and the Venetian gold-tooled bindings of the late fifteenth century were still paramount. At all events, gold-tooling began with the Italians. From the continent it reached England in the reign of Henry VIII. From that time onwards it has been practised in England and France."

Bookbinding as a profession. Craftsman. 18: 106. Ap. '10.

Book-binding as a school craft. G. Stiles. El. School T. 8: 29-35. S. '07.

Bookbinding exhibit at Springfield, Mass. Pub. Lib. 10: 359-60. Jl. '05.

"The exhibit illustrated the successive stages through which a book must pass in the process of binding . . . the different methods for binding . . . [and] some of the materials used by binders . . . such as tools for lettering, different kinds of glue, strings, tape, headbands, gold lifter, and cloths, besides a large collection of end papers, some of which are William Morris designs."

Bookbinding for bibliophiles. F. W. Battershall. O. 132p. \$2.50; \$5. Library collector press, Greenwich, Conn.

Technical features of the well bound book for the aid of connoisseurs, are given with a sketch of gold tooling, ancient and modern.

Bookbinding for libraries. J. C. Dana. Pub. Lib. 11: 287-9. Je. '06.

The test of a binding is "the ratio of its cost to the number of times the book it covers is lent" before being discarded. Binding from publishers' sheets pays better in the end than buying books already bound and then having them rebound when they are worn out. One of the essential things in binding is to secure ease in opening. "A book that opens out easily and lies flat without being pressed or held in position, will probably keep clean and whole for more than twice as many lendings as one that is held together tightly at the back. . . . The sum of all my observations is, the best is the cheapest. If a book is worth binding let it be bound by the best man available."

Bookbinding from the librarian's standpoint. W. K. Stetson. Pub. Lib. 11: 300-1. Je. '06.

After a good many experiments it was decided that the Brooks' binding and the best

Binding and repairing—Continued.

quality of Imperial morocco cloth gave the best satisfaction. Quartos and folios are best bound in duck. "Genuine turkey morocco seems to be the only good leather for permanent bindings. . . . The cloth joint to which is attached the first and last signature is one of the most valuable features of a binding." With this laced bands are superfluous.

Bookbinding in England. C. Davenport. Lib. Assn. Rec. 9: 19-23. Ja. '07.

A description of the various styles of bindings made in England from the sixteenth century down to the present time.

Bookbinding in Germany. C. Davenport. Lib. Assn. Rec. 12: 49-51. F. '10.

Large portrait panel stamps and initials of owners and a date characterize old German binding. "In German bookbinding the most characteristic work is done on pig-skin. The fine cut leather bindings are, however, in calf, but the blind stamped pig-skin is both the commonest and the most distinctive form of binding used in Germany." Tortoise shell and mother-of-pearl were used in ornamentation. Metals have also been used.

Book binding in the school. G. W. Eggers and O. L. McMurry. il. Manual Train. 12: 9-27; 130-42, 356-71. O.-D. '10. Ap. '11.

Bookbinding: orders and checking. H: T. Coutts. Lib. World. 10: 113-8. S. '07.

Books prepared by different publishers in reinforced bindings for exhibition at the Lake Minnetonka conference. Lib. J. 33: 325. Ag. '08.

The list price for each book is given, also the extra cost of reinforced binding.

Care of leather bindings. L. Knowlton. Library Occurrent, No. 11: 5. Mr. '08.

"Leather bound books kept in rooms where gas is used should not be placed on high shelves and the rooms should be well ventilated. If the books are handled much the oil from the skin on the hands keeps them in fairly good condition, but otherwise the oil should be supplied in another way. Vaseline has been used with success, but about the most satisfactory preservative is the following: Pure castor-oil with one-half its weight of paraffin wax heated in an earthen jar until the wax melts. Work some of this into a flannel cloth and apply to the leather, giving especial attention to the backs and joints. Very little of the oil need be used if it is rubbed in thoroly. The book can then be wiped with a clean flannel. If this is done once or twice a year the results will be astonishing. Leather can be cleaned by putting a coat of thin starch paste (cooked) over the book, avoiding the gold tooling. When it has been on a few moments, wipe off with a clean cloth and apply the oil preparation described above."

Commercial bookbinding. G: A. Stephen. 59pp. W. J. Stonhill and Co., Lond. 2s. 6d. net. Review. Lib. Asst. 7: 154-5. My. '10; Lib. J. 35: 222-3. My. '10.

Defects of modern books as regards paper and printing, with suggestions for improvements. Lib. Assn. Rec. 12: 34-8. Ja. '10.

Description of binding exhibition at Newark, N. J. G. Ashley. Pub. Lib. 10: 357-9. Jl. '05.

Disadvantages of reinforced binding. L. M. Hooper. Lib. J. 34: 437. O. '09.

It seems doubtful economy to purchase fiction and children's books in reinforced bind-

ing at an additional cost. Rebinding freshens a book and very often lasts longer than the book.

Economy in book repairing. Annual rept. 1908. p. 17. Cincinnati public library; Excerpt. Pub. Lib. 14: 239. Je. '09.

"In the mechanical handling of the books the doing away with tags on the fiction at the branches and the shellacing of the tags on classed books, resulted in considerable saving of time. The tags on novels were constantly coming off, and each month it took the time of an assistant for several days to replace them at each branch. Since the introduction of flexible glue, by means of which, with suitable manipulation, it is possible to replace the covers on books, which otherwise would have to go to the binder, the time of one member of the repair department was found sufficient to make these repairs throughout the whole library system. She goes from the main library around through the branches gluing covers. The books are quickly back on the shelves in a strong and flexible condition, as though they had been rebound. This use of flexible glue is resulting in a saving on the binding bills of thirty or forty per cent. It brings the cost of rebinding novels down to a cent or two a volume, practically to nothing when the saving in time and labor in handling and recording of books sent to a bindery is considered."

Edition binding. G: A. Stephen. Lib. Asst. 6: 326-30. My. '09.

A detailed description of the process of binding books by machinery.

Fine art of bookbinding. C. C. Swift. il. Outlook. 90: 433-40. O. 24, '08.

Formulas for bookbinders. L: H. Kinder. Q. 115p. \$25. '05. Roycroft.

Hints on bookbinding. H. W. Reid. Pub. Lib. 12: 63-4. F. '07.

Too much gold makes a book look cheap. Use but little filigree work on the back and sides of a book. Raised bands give a book a rich appearance. In lettering "use the largest, full-faced letter which the book will take without crowding." Omit the abbreviation vol. Put the date on the bottom panel of the book. "For the volume and date the heaviest and most extended type should be used." Slim letters are hard to read and look cheap. Use plain type on the back of a book. Ornamental type may be used on the side. Have the binder keep rub-offs of the various serials the library contains. This will save trouble to both binder and librarian. Keep books newly bound under pressure till they are seasoned and the covers will not warp. Care should be taken in opening a book the first time. Use paste not mucilage or glue in repairing a book. Do not cut the leaves before sending magazines to a binder, and do not "pull the book to pieces or remove the advertisements. The binder prefers to do that himself."

Home binderies. H: T. Coutts. Lib. World. 10: 150-4. O. '07.

Only the larger libraries can afford to install complete binding plants but there are few libraries which are not justified in maintaining a repair department. A list of tools and appliances and materials needed for such a repairing department is given.

Home bindery or repairing department. H: T. Coutts. Lib. World. 9: 233-6. Ja. '07.

"A small bindery or repairing department, under the control of an assistant who understands the technique of bookbinding" is a profitable investment for a small library. This does not mean a complete plant for, except in the case of large libraries, it is more econom-

Binding and repairing—Continued.

local to have the binding done by an outside firm. Put "the value of having even the smallest repairs done by one who is learned in the art of welding the pastebrush cannot be over estimated. . . . Many a book has its life shortened through incompetent repair." Repairing is greatly facilitated when done at home and in addition to this economies may be "effected by the making of periodical covers, the mounting of maps, the manufacture of files and the like." To have the class number put on the backs of books in gold is the only satisfactory way and an intelligent assistant can easily learn to do this. A finishing outfit for this work is an item of expense in the beginning but pays for itself in a short time. The initial cost of the plant and finishing apparatus will be about \$75. This does not include materials the cost of which is very small however. The result of such a department at the Cryden public libraries has been very gratifying and a strong argument in favor of the general adoption of a home binding department.

Information about bookbinding. Pub. Lib. 10: 177. Ap. '05.

Interpretation of styles and technical terms in fine bindings. Pub. Lib. 11: 432-3. O. '06.

Learning bookbinding as a recreation. Spectator. Outlook. 87: 565-7. N. 16, '07.

Library binderies. E. R. N. Mathews. Lib. Assn. Rec. 8: 73-8. Mr. '06.

The Bristol, England, library began doing its own binding in 1893 by utilizing the services of one man. This was found an economical and convenient arrangement and more help was added later. During the year ending with March, 1906, one binder and two sewers bound and repaired a total of 5,176 volumes at a net cost of a little over 9d. per volume. Books needing very slight repairs are done by the ordinary staff. "The machinery and plant has been purchased for the most part at second hand prices." Whole and half calf leather, though long favored, does not stand the effect of gas and bad ventilation. "True economy lies in employing the best description of binding in the first place. . . . Morocco, pig-skin and stout roan have the advantage over others for reference and higher class books, while morocco, buckram and canvas cloths may be largely drawn upon for general work and repairs, as well as for certain books which are rarely consulted in the reference library. We have learned to avoid the many imitations of good leather, such as Persian and tanned sheepskins, which have not been found suitable for the purpose. . . . Mr. Lawton is in favor of using the best materials obtainable, and on this point I agree with him. For the reference library he claims a preference for cape morocco or levant-grained seal, and for the lending library books, principally seal. He adds: 'The main, if not the sole reason why a library should do its own book-binding, is that it may secure the best work at a reasonable rate.'

Library bookbinding. G: Stoskopf. Pub. Lib. 14: 87-9. Mr. '09.

A minute and clear description of the mechanical processes of binding, and the business methods of both library and bindery.

Machine book-sewing with remarks on publishers' binding. G: A. Stephen. Lib. Assn. Rec. 10: 261-80. Je. '08.

The various processes of machine book-sewing are described and illustrated. Hand-sewing is however more satisfactory and the writer advises it for library books requiring rebinding. Two plans are suggested for securing better bindings for the library. (1) The books may be procured in sheets from the publishers and then

bound according to the requirements of the library. (2) The publishers may be induced to issue special library editions bound according to certain specifications. The A. L. A. committee on bookbinding has already done good work along this line. The committee submitted to a number of publishers specifications for binding, together with the number of copies wanted by the various libraries. In no case where the publishers complied with the specifications did the extra cost exceed ten cents a volume. It was calculated that books so bound "would circulate at least seventy times, so that the extra cost is more than compensated by the increased life of the binding."

Magazine campaign. A. D. Dickinson. Pub. Lib. 14: 215-6. Je. '09.

The process of binding is minutely described.

Manual of library bookbinding, practical and historical; with an introd. by Douglas Cockerell. H: T. Coutts and G: A. Stephen. D. xi, 251p. il. pl. diag. *7s. 6d. Libraco, Ltd., 60 Wilson st., Finsbury sq. E. C. London.

"The aim of this Manual is not to supersede the existing treatises on the craft of bookbinding, such as those by Messrs Cockerell and Zaehnsdorf, but to supplement such works by giving prominence to those phases of the subject which are of practical interest to the librarian, and incidentally to the bookbinder who specializes in library binding. An endeavor has been made to give a succinct account of the processes of binding at the present day, by describing the methods of hand and machine binding respectively; to indicate the essential features of library binding; to describe and give actual examples of some of the best and most suitable materials for library binding; to describe the different methods of recording and checking books dispatched to the binder; to give practical information on the equipment of small binderies in libraries, and on the repairing of books, as well as to give recipes, miscellaneous information, and a glossary of terms."—Preface.

—Review. Lib. Asst. 8: 72-3. Ap. '11; Pub. Lib. 16: 300. Jl. '11; Lib. World. 13: 363-4. Je. '11.

Materials and methods in bookbinding. C. Chivers. il. Lib. Assn. Rec. 13: 415-30. D. '11; Same cond. A. L. A. Bul. 5: 164-79. Jl. '11.

Lecture delivered before the library association at Perth, Sept. 5, 1911. Mr. Chivers discusses the binding needed for varying qualities of paper, giving results of the testing of various materials. Especial consideration is given to the mechanical values of leather.

Materials for mending books. Vermont Lib. Com. Bul. 5, no. 2: 7. S. '09.

Mending and repair of books. M. W. Brown. 15c. A. L. A. Pub. Board. '10.

Method of sending books to bindery. Pub. Lib. 12: 237. Je. '07.

Modern book papers and their bindings, a discussion by the Library association. Lib. Assn. Rec. 11: 526-33. N. '09.

Modern bookbinding. A. Hughmark. Inland Printer. 34-8. Ap. '05-F. '07.

Modern bookbindings: their design and decoration. S. T. Prideaux. O. 131p. 58 facsim. on 40 pl. *\$3. '06. Dutton.

"An account of the best English and French bookbinders of the day, written by an artist . . . and illustrated by fifty-four selected examples of their work."—Ath.

Binding and repairing—Continued.

Modern tendencies in bookbinding. E. Preston. il. Ind. 69: 1266-71. D. 8, '10.

A sketch of the development of the art of fine bookbinding.

More about re-inforced binding. A. L. Bailey. Pub. Lib. 14: 380-1. D. '09.

Notes from the A. L. A. committee on binding. A. L. Bailey. Pub. Lib. 14: 302-3. O. '09

Notes from the A. L. A. committee on bookbinding. A. L. A. Bul. 1: 10-2. Mr. '07; Same. Lib. J. 32: 167-8. Ap. '07; Same. Pub. Lib. 12: 186-7. My. '07.

"It is usually inadvisable to mend books in the original publisher's binding. Loose leaves or illustrations may be tipped in if the work is carefully done, but no attempt should be made to fix loose signatures, and on no account should paste be put on the back of the book. If this is done, it will be impossible to have the book rebound so that it will wear well. . . . Do not resew and put back in publisher's covers. . . . Do not wait till the book falls apart before sending to the bindery. . . . The first and last signatures which receive the most wear, and in which most rebound books give way first, should be guarded with muslin. End papers should also be guarded with muslin. . . . All torn leaves should be carefully mended. Always use paste, never use glue or mucilage for this kind of work. . . . Sew on tapes, using three at least. It is sometimes difficult to get binders to use tapes instead of bands, but tapes should be insisted on. . . . Books should be trimmed as little as possible. . . . Leather backs should be used, preferably American cow-hide. . . . Binders should be cautioned against using too much glue."

Notes on book binding. A. Zöllner. Bibliothekar. 1: 83. D. '09.

Notes on bookbinding and printing. Librarian. 2: 72-4. S. '11.

Report of the leather commission appointed by the German association of librarians.

Notes on bookbinding for libraries. J. C. Dana. D. 114p. il. 75c. '06. Library bureau, Chicago.

The various processes of binding are described and binding materials suitable for books to be subjected to different kinds of use are given. The librarian is advised to learn as much as possible about the mechanical details of book-making, as well as to be familiar with literary values, popularity of books, and values of editions. The processes in making paper are given, and notes are made on different leathers. The repairing of books is discussed and a list of machines and tools necessary for repair work is given.

Notes on materials for library book-binding. G. A. Stephen. Lib. Asst. 5: 143-6, 162-4. Ag-S. '06; Same. Lib. Work. 1: 72-5. Mr. '07.

"There are wide discrepancies of opinion amongst librarians and others as to the suitability of the various materials employed for the binding of public library books. Hard and fast rules cannot be laid down as to which material is best adapted for the several classes of books." When properly tanned and prepared leather makes the best of all bindings. The kind to be used depends upon the amount of wear the book is to receive. Where books are in constant demand morocco and pigskin is good. Persian calf or morocco is a durable binding for books that will be circulated for a few years only. Buckram "will be found a durable material for books that are not frequently han-

dled. Being a vegetable product, it is not subject to those agencies that have a detrimental effect on leather. It should not be used for works in great demand, as the warp and weft of this and other textile materials does not stand constant friction. Cloth is a fairly durable material and well suited for books and pamphlets not often asked for, and if used for such books will outlast some of those bound in certain leathers. Books published when cloth was first employed are still to be found in good condition."

Old craft in the school-room. C. M. Coburn. il. Outlook. 83: 731-4. Jl. 28, '06.

Other side of the bookbinding controversy. C. Chivers. Lib. J. 33: 444-5. N. '08.

Paper and binding of lending library books. C. Chivers. il. A. L. A. Bul. 3: 231-58. S.; Same cond. Lib. J. 34: 350-4. Ag. '09.

Poor paper is responsible for much of the poor binding. Paper should be studied and the binding adapted to the kind of paper.

Paper and binding of recent lending library books. Pub. Lib. 15: 192-3. My. '10.

Paper of lending library books, with some remarks on their bindings. C. Chivers. Q. 34p. *90c. (*2s. 6d.) '10. C. Chivers, Bath. (For sale by Baker & Taylor Co., N. Y.)

This work is a summary of a lecture delivered by Mr. Cedric Chivers before the American library association at Bretton Woods, July, 1909. The gist of the lectures has already appeared in the Library Journal for August, 1909, but the present volume includes a number of diagrams, photomicrographs of different qualities of paper, and tables of statistics which elucidate the text.

Parliamentary journals of Ireland. E. Sullivan. il. Country Life (London). 24: 313-6. S. 5, '08.

The Public record office of Ireland at the Four Courts, Dublin, contains "one of the most remarkable series of magnificently bound books in existence to-day." The set consists of 149 volumes of large folio size. They were bound by Dublin binders from time to time during the period covered by the transactions, viz., from 1613 to 1800; and they may therefore be regarded as presenting an accurate historical picture of artistic bookbinding of the most elaborate kind in Ireland thru nearly two centuries. . . . They are all cased in the finest morocco, generally red in color, the great majority of them being tooled with an almost lavish magnificence of gold ornamentation and inlaid color. Yet, long as the series is, there is no instance of a design being repeated except in the few rare cases where the Journal for the year was too bulky to be bound in a single volume. . . . The variety of the designs is little less than bewildering, and tho they at times suggest recollections of contemporary work done in other countries, the details are invariably characterized by that unmistakable something which to an experienced eye, at once differentiates them from the decorative products of any other nationality. . . . Who the actual individuals were from whose hands this magnificent series emanated is a thing that will probably never be known with certainty. There is no indication in any one volume of the name of either designer or finisher. . . . It is a curious fact that no attempt was ever made to put anything more than plain bindings upon the original Journals of the English parliament, great as the opportunities were of doing what was done in Ireland. . . . There was, however, no wild

Binding and repairing—Continued.

extravagance connected with the payments made for these splendid bindings, the most elaborate among them being charged for at the modest rate of £6 a volume."

Popular books in special library bindings. N. Y. Libraries. 1: 240-2. Jl. '09.

Practical book-binding. M. L. King. il. Int. Studio. 32: sup. 120-34; 33: sup. 21-34, 63-70, 116-20, 153-8; 34: sup. 38-44. O. '07-Mr. '08.

Tools and apparatus, materials, leathers and methods of doing work are all explained in detail. Illustrations make the processes easily understood. It is indeed a practical treatise.

Practical bookbinding. P. Adam. O. 192p. *\$2.50. '04. Van Nostrand.

Practical bookbinding. W. B. Pearce. O. 132p. *1s. '08. Percival Marshall & co., Lond.

Preparing for the binder. M. R. Caldwell. Pub. Lib. 11: 302-3. Je. '06.

When a sample volume of a magazine is sent to the binder he should take an "exact copy of the back of each book—title, year, month, abbreviations, volume number, book number, lining, spacing, type, material, color—everything in fact, pertaining to each periodical." This will help to attain uniformity in sets. "Many librarians make out slips for each periodical" giving the title, date, year, month, volume, etc., indicating the color and material on the side or back of the slip. A better way is to make out exact forms on catalog cards leaving the volume number and year so that they can be changed as the volumes are sent.

Preserving old book bindings, or re-binding old books. il. Library, n.s. 6: 208-11. Ap. '05.

Mr. Cedric Chivers has found that vellum if left unstretched can be prepared so that it becomes tougher, less liable to warp, and nearly transparent, so transparent in fact that when used to cover an old binding, coloring and tooling can be seen through it. Vellum thus treated is called vellucut.

Protecting pamphlets. F. K. W. Drury. Lib. J. 35: 118-9. Mr. '10.

Notes on this article are given under the heading Pamphlets.

Publishers' binding. G. A. Stephen. Lib. Assn. Rec. 12: 9-13. Ja. '10.

"Modern books are usually printed on paper of very poor quality, they are bound almost entirely by a number of machines which are rarely allowed to work under the best conditions, the binding materials used are generally of inferior quality, and the whole work is rushed thru the bindery with a speed that is not conducive to good book production." American publishers have experimented with special reinforced bindings for libraries, and some English publishers are about to do so. "There is great diversity of opinion as to the economy effected by having books bound from the sheets in bindings such as these, or the usual library binding. The great majority of books in my opinion do not require an expensive library binding, and improvement must therefore be looked for in other directions."

Reinforced bindings. Pub. Lib. 15: 431-2. D. '10.

Repairing books. Pub. Lib. 12: 124-6. Ap. '07.

"When a book looks dilapidated . . . consider these questions in regard to it: Is it

worth repairing? Should it be covered? Should it be rebound? Should it be discarded?" To take off worn or soiled labels apply a mixture of two parts water and one part ammonia and let soak several minutes. Then take off with a dull knife. Use Denison's round gummed labels. Moisten slightly and press and work the label down until it has set all over, then cover with thin collodion or shellac. "Leaves can be inserted in three different ways: (1) Fold half-inch strips of bond paper in the center lengthwise, along the grain. With a small brush apply paste to this strip. Attach half of it to the edge of the loose leaf and the other half to the adjoining leaf, close in by the fold. Cover the strip with paste evenly but sparingly and quickly, stretching it as little as possible. . . . (2) Draw a soft piece of twine over a board which has received a thin coat of paste; then pull this cord through the back part of the book where the loose leaf is to be inserted. This leaves in the book just barely enough paste to hold in the loose leaf. Lay the loose leaf in place, close the book and let it dry. . . . (3) On the back of the loose leaf put a little paste. Lay the leaf in place and close the book." In loose back books loose sections may be sewed in by using a darning needle three inches long. In tight back books sew the signature to a guard of bond paper three-quarters of an inch wide and paste the guard to the leaves adjoining the loose section. In mending loose joints a piece of guard muslin an inch and a quarter wide may be pasted to the cover and fly leaf; or better still take the book entirely out of its covers, sew in new end sheets and glue a new piece of muslin over the back and half an inch on to the sides. "Then cover with paste the back and the end leaves or sheets, which now become lining papers, and put the back again into the case." For cleaning soiled books "mix two parts of good vinegar with one of water and apply with a clean, unbleached muslin cloth. Rub hard until the dirt is removed. . . . Vinegar is somewhat injurious to leather. . . . To make good paste: Stir up flour in cold water, adding a little water only at a time, until it is perfectly smooth; pour boiling water on this and stir again until the first mixture is thoroughly dissolved and then bring all to a sharp boil. The proportions of flour and water vary with the thickness of the paste desired. . . . Paste must not be used if not in good condition."

Repairing books with flexible glue. Pub. Lib. 14: 299. O. '09.

Report of the A. L. A. committee on bookbinding, 1910. A. L. Bailey. A. L. A. Bul. 4: 646-8. S. '10.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bul. 2: 225-6. S. '08.

Report of the committee on bookbinding, 1906. G. F. Bowerman and others. Lib. J. 31: C130-9. Ag. '06.

The committee recommend Mr. Dana's Notes on bookbinding for libraries. The United States department of agriculture is making a series of tests on leather and paper and the results of their work will soon be available. Publishers have been asked to issue a certain number of copies of their books in a special library binding and some are willing to do so provided they can have a guarantee that such an edition will be purchased by the libraries. Many libraries own their own binding establishments and find the results very satisfactory; others have the work done by contract. The average price for rebinding seems to be 40 cents for half leather and 35c. for cloth. An appendix to the report gives the equipment needed for a small bindery.

Binding and repairing—Continued.

Report of the committee on bookbinding, 1907. A. L. A. Bul. 1: 110-6. Jl. '07.

Report of the committee on bookbinding, 1908. A. L. A. Bul. 2: 173-6. S. '08.

Report of the committee on bookbinding, 1909. A. L. A. Bul. 3: 220-2. S. '09.

Some inconsistencies in the bookbinding art. J: J. Pleger. Lib. J. 36: 421-2. Ag. '11.

Some notes on binding. G: F. Bowerman. Lib. J. 35: 258-9. Je. '10.

"Red rope paper (a trade name) is made chiefly from manila rope. Its principal commercial use is as a building paper. It is rigid enough to make the ordinary size pamphlet it covers stand erect. It is easily sewn with a large needle. At the same time it is so flexible that it may be folded an almost unlimited number of times without breaking. It has a good surface for writing call numbers, titles, etc. We use it not simply on small pamphlets coming within the 100-page limit but also frequently on thick government documents and even on permanent files of newspapers. It is also utilized in filing maps, large plates, etc. Each pamphlet binder may be cut exactly to fit the pamphlet. There are therefore no misfits, and no material is wasted. In covering thin pamphlets having one or only a few signatures, it is quite sufficient to sew with two or three long stitches thru the middle signature and the red rope paper cover. Large pamphlets should be glued fast (with flexible glue) and then sewed; if very large, by at least two rows of stitches. If the pamphlet has a cover of its own, this may be, and in case of heavy pamphlets should be first removed and, after gluing and sewing, pasted over the outside of the red rope paper cover. By pasting the original cover of a pamphlet or a magazine on the binder its individuality and attractiveness are preserved. This is often of practical as well as of sentimental advantage. . . . Our largest use of red rope paper is in covering circulating magazines, for which it makes strong, light and entirely satisfactory covers. In addition to its use in binding single pamphlets and magazines, we use red rope paper a good deal for temporary binders. For example, libraries often complete a volume of a magazine with the exception of a single number, which may turn up soon, long hence or never. Instead of filing such an imperfect volume away in the top stack, losing its use and running the risk of losing other numbers, it may be put into red rope covers and secured with Ballard clips, or perhaps better each number may be sewed fast to the red rope and it may then stand in its place with set. This material is especially useful in preserving files of thin annuals until enough numbers are received to justify putting them into permanent bindings. In such cases we cut the cover a little larger than is necessary for a single pamphlet and attach the first number a little to the left of the center so as to allow for the swell of the back with the insertion of successive numbers. Red rope paper has proved excellent for covering large but thin musical scores. Some single numbers of weekly or monthly periodicals are also circulated in red rope covers by simply being fastened in with a heavy band or tape tied thru a center signature and encircling the cover at the fold. Our binding is all done by contract in our own bindery. We pay for all pamphlets bound in red rope paper a flat price of 7 cents each for what we call magazine style, that is, with original covers pasted outside the red rope paper and 5 and one half cents when there is no cover attached. . . . Flexible glue has been found so very useful that many libraries have

felt they must have it, even tho the prices charged for it seem excessive. At the suggestion of our binder we have been preparing our own flexible glue at a fraction of the prices charged elsewhere. We use the best quality of binder's (granulated) glue. This costs 15 cents a pound when bought by the barrel, or about 18 cents by retail. With each pound of glue mix 2 ounces of fluid glycerine. Good glycerine can be bought as low as 10 cents a pound. A flexible glue as good as any on the market (and better than some so-called flexible glues that are prepared with molasses) can be secured at a cost of not more than 20 cents a quart."

Specifications for book cloths. Lib. J. 34: 120-1. Mr.; Same. Pub. Lib. 14: 135-6. Ap. '09.

The Bureau of standards has formulated these specifications for book cloth for binding depository sets of public documents.

Specifications for commercial work. A. L. A. committee on binding. A. L. Bailey. Lib. J. 34: 411-3. S. '09.

Responsibility for poor binding rests with the publishers, who take no interest in binding and permit the use of poor thread, poor glue, poor back-lining paper. The following suggestions for specifications should apply to commercial binding in general:—"Thick, heavily loaded or spongy papers should never be used for books that are likely to receive service in public libraries. A 70 pound 24 x 36 paper folded with the grain should give the best results. Most books should be printed on signatures of not more than 16 pages. Illustrations should, if possible, be printed on a tough paper with inside margin wide enough to allow folding around the adjoining signature. If illustrations are printed on brittle paper they should be guarded with tough thin paper and the guard either folded around and sewed thru or folded over and pasted to adjoining signature. Ordinary machine sewing should be used. Books weighing over two pounds should be sewed on tapes, but not thru them. Use 4 cord best quality cotton thread. As many stitches as the back of the book will allow should always be used. They should not be more than one inch apart and should come within three-fourths of an inch of the head and tail of the book. A book should always be sewed all along, never 'on and off,' except with a book having a large number of thin sections. Proper tension should be used so as to sew the book neither too tight nor too loose. The books should be just loose enough so that all looseness will be taken up in rounding and backing the book. . . . Flat backs should never be used. It is impossible to make a good joint on flat-backed books. All books should be carefully and uniformly rounded and backed. Machines should be carefully adjusted. . . . Only the best quality of glue suitable for binding should be used. In applying the glue care should be taken to see that the coating is thin, even and a small quantity gets in between the sections. Care should be taken not to boil the strength out of the glue, and glue pots should be cleaned at least once a week. Best quality of super should always be used. On books weighing over one and one half pounds unbleached muslin or some other material stronger than super should be used. The best quality of regular back lining paper should always be used and cut so that the grain runs from the head to the tail of the book, not from side to side. Covers should fit perfectly, and great care used in forming the joint. In 'casing-in' paste should be applied clear up to the joint and to the extreme ends, particularly at the joint. Covers should be forced well into the joint. The cover will thus be fastened to the book its entire length at the joint. . . . Books should be put in the press immediately after 'casing-in' and allowed to remain under heavy pressure until dry."

Binding and repairing—Continued.

Specifications for library bookbinding. E: C. J. Hertzberg. Lib. Occurrent. 2: 135-7. Je. '10.

Substitute for binding periodicals. il. News Notes of Cal. Lib. 3: 280-1. J. '08.

Notes on this article are given under the heading Periodicals.

Syllabus of a course on elementary book-making and bookbinding. S. J. Freeman. (Columbia univ. Teachers' college. Syllabi, no. 1.) 42p. il. pa. 20c. '10. Teachers' college, Columbia university.

Trained person in charge of condition of books. F. L. Rathbone. Pub. Lib. 12: 236-7. Je. '07.

The members of the East Orange, N. J., staff who are doing the mending have spent two Saturday afternoons at a Newark bindery and the improvement in the quality of work done is very noticeable. Mr. Rademaekers, of the bindery visited, offers a course of 25 lessons to any who are not intending to become professional bookbinders. The tuition fee including material is \$25. An intelligent member of a staff so trained will return her salary in less than two years in a library of 20,000 volumes.

Value of a bindery in a small library. H. F. Marx. Lib. J. 30: 796-7. O. '05.

The Easton (Pa.) public library has installed its own bindery at a total cost of \$177.30, and finds "the time saved by discarding makeshift and temporary methods of repairing for more thorough and professional methods can be utilized by binding the back numbers of the magazines. During fourteen months 2544 volumes have been repaired at a total cost of .017 cents a volume, not counting the time required to do it. 293 books have been reserved and rebound at a cost of four cents a volume. The local binder's charge would have been 35 cents a volume. "The experiment has demonstrated that a bindery lessens the running expenses of a library, lengthens the life of its books, and withdraws them a shorter time from circulation. No additional assistants need be hired to operate it. No more hours than before need be devoted to the repair work; the cost of installing the plant is slight—it will pay for itself in less than two years; and the assistants can be gradually trained by sorting the books to be repaired so as to give them graded work illustrative of each lesson until at the end of six months they will be able to do all the ordinary binding of the library."

Visit to Portway, Bath, England. Pub. Lib. 15: 328-9. O. '10.

What a librarian should know about binding. E. Tobitt. Ia. Lib. Q. 5: 18-21. Ap. '05.

"The chief gain to a librarian in having some knowledge of binding is that she may intelligently secure bids on binding, know what to expect of the binder and whether the work when done is of a satisfactory character. . . . The librarian should watch the books closely and remove from the shelves those which are too badly worn to remain in circulation. She should have a sufficient knowledge of the details of the subject to be able to discriminate in the selection of books to be rebound. . . . Books for rebinding should be examined for leaves and sections that are missing, and to see if the books are really worth the binding, as it is often possible to buy a new copy of an inexpensive book for less than the cost of rebinding. The periodicals to be bound should be

carefully examined, and tied in volumes with index and title page. . . . In selecting a material for the outside cover let durability be the first requisite. Art canvas or vellum in various colors has proved to be very durable for the general circulating books. It can be more rapidly handled and worked by the binder than leather and so makes a cheaper binding. Variety of color can be easily secured in greens, browns, etc. The selection of leather for binding is a difficult task; it is certainly important to place your work with a binder who will furnish reliable material, for examination can scarcely reveal its wearing qualities, tho if possible first see the material which is to be used for the outside cover." The two most practical books on the subject of binding are "J. W. Zaehndorf's Art of Bookbinding and Douglas Cockerell's Bookbinding and the care of books; these are both good books for a library to own. Read these and re-read them."

What constitutes a well bound book. Pub. Lib. 11: 431-2. O. '06.

"Strength and flexibility are the prime requisites of sewing. The backs of the sheets or sections should not be sewn to let in the cords, but cords or bands, are preferably laid on the back and the needle and thread passed through the sections and around them. The next more important stages are the gluing, rounding, and backing of the volume, to make it ready to receive the boards, which are laced to the book by the projecting ends of the cords on which it is sewn. The fixing of the end papers, the squaring of the boards, the preparation of the edges, the working of the headband—which should always be done in silk and by hand—are details of great importance to perfect workmanship."

What exhibitions can do. J: C. Dana. il. Printing Art. 11: 215-24. Je. '08.

Notes on this article are given under the heading Exhibits in libraries.

Year's record in bookbinding. M. L. King. N. Y. Times. 12: 28. Ja. 19, '07.

The recent development of the art of binding in the United States is noted. Bookbinders are of two classes, amateurs and professionals. "The training of a good bookbinder is as follows: A course of tuition extending anywhere from two to four years, the time given to this work to be not less than from three to four hours daily. The foundation of all good finishing is that the preliminary leather work be well and substantially done. This takes a vast amount of experience and involves much detail combined with great accuracy. . . . A person who is already skilled, perhaps, in manual training and the use of tools, has been educated in designing, and is wide awake generally, will need less instruction to arrive at a given point than another person who starts in with the handicap of never having used a tool and without knowledge of the elements of design, etc."

Biography.

Librarians as local biographers. G: Iles. 6p. pa. '11. N. Y. State Lib. Assn.

Blind.

Books and libraries for the blind. R. C. Moon. Lib. J. 30: 269-74. My. '05.

A history of the development of making books for the blind, of schools for teaching the blind to read, and of the placing of books for the blind in public libraries.

Books for the blind. E. R. Neisser. Lib. J. 31: C78-82. Ag. '06.

A short history of the progress of work for the blind is given. The work should not be merely the exchanging of books and keeping statistics. Each person should receive individual encouragement. Cooperation between li-

Blind—Continued.

braries and home teaching societies should be secured. Free transportation of books thru the mail helps many who formerly were unable to pay postage. The broadest privilege should be given in regard to time limits and no fines should be charged.

—Discussion. Lib. J. 31: C224-9. Ag. '06.

Braille library at Oxford. J. L. Dongan. Lib. J. 30: 283-4. My. '05.

California state library for the blind. M. R. Gillis. Lib. J. 34: 115-8. Mr. '09.

A census of the blind residents of California was taken, and all such were asked to say what style of type they preferred and what books they would like to read. Books in various types were bought. No guarantor is required of blind borrowers. Books are mailed according to law, free of cost, and may be retained indefinitely unless wanted by others. Equipment for learning to read, with instructions as to its use is sent out, and forty blind persons, some of them ninety years old, have learned to read. Others have learned an additional style of type. Effort is made to keep borrowers continuously supplied. Suggestion is made that public libraries might maintain small reading rooms for the blind at comparatively little expense. A list of addresses of firms supplying books, magazines, etc., for the blind is given.

Card catalogs for blind readers. A. E. Bostwick. Lib. J. 30: 475. Ag. '05.

Department for the blind. [Cleveland public library. 38th annual report, 1906. p. 47-9.]

The Cleveland library "began several years ago to make a collection of books in raised type for the blind, but these are so expensive (costing about ten times as much as the same books cost in ordinary print), and serve such a small proportion of the population, that only a very small part of the book funds can go for this purpose, and the collection now numbers but 166 volumes. . . . One of the difficulties in supplying books for the blind is the number of different systems of printing and the fact that some of the blind people of the city read one system and some another. Investigation showed that the New York point was read by the largest number and the Line letter by the next largest, so the purchases have so far been confined entirely to these two systems. . . . Another difficulty is the size of the volumes, they being so large that it is tiresome to stoop over them and reach to the top lines." As the library had not a sufficient number of books to supply all who wished them, weekly readings were started. The Cleveland Electric railway company furnish car tickets to the blind and their guides to and from these readings. A ticket bureau has been inaugurated to receive and distribute tickets to concerts, lectures and the theatre. A society has been formed for conducting an industrial school and shop."

Embossed types for the blind. il. News Notes of Cal. Lib. 1: 290-6. O. '06.

A description is given of the various types used in printing books for the blind.

Library work amongst the blind. J. Thomson. A. L. A. Bul. 1: 46-7. Jl. '07.

"What I desire to advocate is that a well-planned scheme of cooperative work by the public libraries in each and every state in the union be put into operation. . . . The first thing is to collect sufficient funds to purchase a large number of embossed books and in this way to provide reading and music of a widely varied character for the blind of each state." Then a complete list of the blind within its territorial scope should be obtained by each library. These lists can be readily obtained by making application to the mayor of each town.

"After their names and addresses are so obtained, a circular to the blind would readily notify them of the library, and experience has shown that the blind and their relations are more than ready to ask for the benefit of books."

Library work for the blind. E. A. Allen. Char. 15: 641-5. F. 3; Same. Lib. J. 31: 8-11. Ja. '06.

"Library work for the blind is growing rapidly. . . . The blind of any community have the same right to a proportionate amount of free reading matter as have other citizens of the community." If the blind will not go after books nor send friends for them then the library should send the books to readers. Free franking makes this possible and practical. Each library should also "employ one or more teachers to go to the blind in their homes to teach them to read. Home-teaching work is by far the most effective agency to increase the number of readers and the consequent circulation of books." The blind prefer to read at home so it is not special reading rooms that are needed. "Every means must be taken to advertise the fact that the books are available and that they will be sent on request and may be returned without expense to anyone. . . . The reading of embossed books benefits the blind more than we who have eyes know anything about: except work, it is their chief resource." Books in all embossed types should be provided but especially in the New York point or the American Braille.

Library work with the blind. N. D. C. Hodges. A. L. A. Bul. 1: 39-64. Jl. '07.

The report shows what is done for the blind in various cities of the United States.

Magazine for the blind. il. Sci. Am. 98: 351-2. My. 16, '08.

A description of the printing plant of the Zeigler magazine.

National library for the blind. A. D. Dickinson. Lib. J. 31: 218. My.; Same. Pub. Lib. 11: 308-9. Je. '06.

Mr. Dickinson proposes to establish a national library for the blind which shall undertake to send books free to any blind person in the United States. Traveling libraries of about twenty books are to be sent to any library that is willing to aid in the work, or the blind are to send directly for their books. The need for such an institution is very great. The question is how shall it be established.

Netherlands library for the blind. J. H. Ekerling. Boekzaal. 4: 169-72. Ap. '10.

Books for this library at the Hague are copied on the Hall Braille writer. There are 2350 titles.

Present conditions and possibilities of public library service to the blind. E. W. Austin. Lib. Assn. Rec. 13: 450-5. D. '11.

The blind are not a class apart. They are citizens equally with others. They bear taxation and should enjoy civic privileges. Among such privileges reading stands pre-eminent. To have read books for himself fosters a very necessary sense of independence in the blind child or adult, and those who come into contact with the blind know how very important it is to make them as little dependent as may be. "It is at the public libraries alone that in this matter of reading the blind can be placed on an absolute equality with their more fortunate fellow-citizens. All the rest of our embossed libraries are charities—at the public library the blind man can take his rightful place. One can therefore look upon the provision of embossed books thru the public libraries as in some sort a provision of students'

Blind—Continued.

literature, and that even tho the books required be fiction, they are none the less educational. You do an enormous work with school children. Why? Is it only that these children might have books, or does there not enter into this work the laudable desire that the growing generation may have a better conception of the civic privileges and opportunities than their parents seem to possess? Then compare the opportunities of the sighted child with those of the blind child. I am sure that if you regard the work of the public library with the blind adult as beyond your scope, you cannot take real satisfaction in your juvenile work whilst the very juveniles who need books so much are "turned empty away!" It is important that blind readers be kept supplied with fresh reading matter for they are gifted usually with a power of concentration and a grip of memory that exceeds that of the sighted reader. The difficulties in the way of effective distribution of books among the blind are both geographical and financial. But thru the combined efforts of all public libraries these difficulties could be surmounted and a satisfactory system of loan circulation devised.

Public library service to the blind. G:
E. Roebuck. Lib. Assn. Rec. 13: 455-60.
D. '11.

The problem is, how are the libraries to reach the 25,000 or more blind persons who are scattered in all parts of the country. About three dozen public libraries are now taking loan collections from some center of supply, and in the large cities permanent collections of embossed books form part of the library stock. But there are many districts in which no work is done for the blind. "The foremost difficulty that presents itself is the money question. The cost of work with the blind is heavy, and alongside of this we have placed the absurdly restricted incomes of the majority of public libraries. The low yield of most library rates creates a problem in ordinary administration without the introduction of outside lines of policy to complicate matters to a greater extent." Small permanent collections in every public library are not advisable. "Unless there are special circumstances present, such as a large number of resident blind, it seems a faulty line to introduce. We rather appeal for a joint application of the societies and the Library association to this question in order that the embossed literature at present available in this country—no matter by whom possessed—shall be made of greater use to the blind community in this country, and we have the best reasons for believing that in this work the public library can play a great part. . . . The present state of affairs, so far as library work with the blind is concerned, is not satisfactory. Some permanent collections are dropping into disuse, some—a few—are insufficient for local needs; loan collections are in most cases too limited, generally too heavy an expense, and often inefficient owing to the limitations of the stock from which they are drawn. All this is the result of isolated effort, the lack of any cohesion or co-operation in working details—which have every chance of being cleared if the Library association and the societies will jointly address themselves to their removal." An initial step has already been taken in the plan to compile a catalog of embossed books in Great Britain and Ireland. The catalog will record everything in embossed type and its location, and will assist greatly in the future circulation of such books.

Reading rooms and libraries for the blind.
J. M. Rowan. Lib. J. 34: 221. My. '09.

In connection with reading rooms for the blind, instruction in the use of the raised types, and on the Braille and New York point machines, and on the seeing typewriter should be given.

Report of the A. L. A. committee on library work with the blind, 1910. E. R. N. Delfino. A. L. A. Bul. 4: 648-56. S. '10.

Report of the committee on library work with the blind, 1908. E. R. Neisser. A. L. A. Bul. 2: 216-21. S. '08.

Report of the committee on library work with the blind, 1909. E. R. Neisser. A. L. A. Bul. 3: 216-9. S. '09.

State library for the blind. M. C. Chamberlain. N. Y. Libraries. 1: 142-3. O. '08.

Unusual experiences in the work of a blind librarian. B. H. Clark. Lib. J. 33: 393-4. O. '08.

"A most interesting feature in our special work for the blind is the readings which are held in the library building several times a week. These readings mean much to the people, for coming to the library means to them the meeting with their friends, as well as listening to the reading of an interesting book. The attendance varies from six to 10. That more people cannot be present at the readings is not because they do not care to come. It is because there is no one to guide them. The teaching of the adult blind is carried on in their homes, and this outside phase of the work is strange, but very interesting. We often learn thru those who come to the library of others who are in need of being taught to read, but the wider knowledge of those in need of teaching is found thru the New York Improvement society and the pension list. The work has three divisions, seeking, visiting and teaching. When the names are obtained, it is never known in what class of life or how intellectual the persons may be. I have to first seek the person and judge for myself whether it is worth while to try to teach them. Often my judgment is wrong. My experience has been that in most cases it is not lack of intelligence on the part of the people which at first prompts them to say they do not care to learn, but deep despondency. I think this work which is being done for the blind thru the library will help many a man and woman to gain hope and self-respect."

Ziegler magazine for the blind. News Notes of Cal. Lib. 1: 399-401. N. '06.

An account is given of the founding of the Ziegler magazine for the blind.

Boards, Library. See Trustees.

Book binding. See Binding and repairing.

Book buying.

See also Book selection; Children's reading; Order department; Periodicals; Prices of books; Tariff.

Acme of co-operation. W. P. Cutter. Pub. Lib. 13: 217-8. Je. '08.

"The chief difficulty in the way of co-operative purchasing lies in the apathy among the libraries to any suggestion that will save them money. . . . A central purchasing agency could save in a short time all its cost in the mere discounts on subscription books. It could save the uninformed, isolated librarian probably 30 per cent. of the money spent. . . . I do not argue for volunteer work. It is worth usually just what it costs. I recommend rather a well-paid agent, one who knows the book trade, is fearless and unpurchaseable. Such an agent should be paid a commission on actual cost. Such an agent with a pledged clientele, could dictate terms to the seller. Now the seller dictates terms to the buyer, an anomaly not known in any other business."

Book buying—Continued.

Apportionment of book-funds in college and university libraries. T. W. Koch. A. L. A. Bul. 2: 341-7. S. '08.

Notes on this article are given under the heading College libraries.

Book auction sales and secondhand catalogs. M. G. Wyer. Pub. Lib. 12: 53-6. F. '07.

"There are now at least three prominent firms in the United States conducting auction sales of books weekly and, at some seasons of the year, daily: C. F. Libbie & Co., Boston, Mass.; Merwin-Clayton Sales Company and the Anderson Auction Company, New York City." These firms send out catalogs "far enough ahead to enable the librarian to check over and mark desirable items." Send in lists giving catalog number, author, and price bid, remembering that all bids are per volume not per set. Books are sold subject to approval. One needs a knowledge of book values to bid intelligently and this can be gained by studying the English or American book prices current. Bid only on books you need. As a general rule one-fourth the list price of the book is a good standard, tho the rule cannot be blindly followed. Learn the names of secondhand dealers and study their catalogs regularly. They often show good bargains. Subscription books can nearly always be purchased in this way not long after their first appearance. These same secondhand dealers often sell remainders at low figures. "For the librarian of the small public library I would suggest either that the catalogs of, say, three dealers be regularly received and carefully studied, or that one dealer be chosen and that a selected list of wants be sent to this one with instructions to submit the prices or fill the order as soon as possible. It will be worth while and, in addition to financial saving, the business men on your board will appreciate your efforts and will be more ready to cooperate with you in regard to your recommendations."

Book-buying and other library problems. P. B. Wright. Pub. Lib. 13: 120-3, 165-8. Ap.-My. '08.

It is hard to say how much of the library income should be set aside for buying books unless one knows all the conditions under which the library works. On examining the reports of 60 libraries it was found that 23 per cent of the income was the average spent for books proper, 10 per cent for binding and 5 per cent for periodicals. "Expenditures in the book account for the smaller library sometimes run as low as 8 per cent, seldom exceed 25 per cent." Libraries should rarely buy fine limited editions of standard authors, but they should purchase the best trade editions. Do not as a rule buy subscription books, and when buying them wait until the price is reduced. "It is becoming more and more the practice, in the gradual widening of the library field, to use a fair proportion of its income in the purchase of books and periodicals devoted to the industrial trades, looking first to those most general, eventually reaching those with fewer followers. . . . The library should strive as hard to aid the modern manual training or trade school idea as it does any other department of educational work."

Book buying for a small children's room. C. Burnite. Pub. Lib. 13: 360. N. '08; Same. Ohio State Lib. Bul. 3: 1-2. Ja. '08; Children's Library. Ohio State Lib. 1-2.

"Set aside a definite proportion of the book fund for children's books, otherwise the demands of the adults for certain books will crowd out the needs of the children. This proportion should be, in ordinary circumstances, not more than one-fourth of the total fund, and probably not less than one-fifth. . . . Aim to have

your books average sixty cents each (actual cost). This does not mean that no book costing more than \$1.00 list should be bought, but that care should be taken to buy inexpensive editions as often as possible, in order that a few well illustrated books may be bought. . . . Build up your children's collection from two sides, the school side and the cultural side. . . . For the sake of discount, buy all the children's books for the year at one time, reserving a few dollars for emergency needs. By placing this order in the early spring there is ample time to get the books cataloged before the heavier work of the winter. . . . Buy a few beautiful editions of books which are acknowledged to be classic (such as the Wonder book with the Crane illustrations), and if the book fund is very small, keep these for room use and use cheaper editions for circulation. Buy the Crane, Caldecott and Greenaway picture books and keep them for room use. Buy for circulation the inexpensive little readers given in the lists mentioned. Study the catalogs of second-hand dealers who offer new books at a special discount. Where titles desired can be bought this way the discount is larger than a book seller's. In buying this way the cost of transportation must be included which may make the actual cost more instead of less than the usual price. Always specify editions and do not buy from publisher's lists which do not specify editions."

Book purchasing for small libraries. W. P. Cutter. Lib. J. 30: 18-20. Ja. '05; Same. Vermont Lib. Com. Bul. 1: 13-5. N. '05.

"The method of publishing by subscription depends for its success on the ignorance of the buyer. . . . Don't buy any subscription books from travelling agents. Don't buy them while they are being published. . . . Get some English dealers to send you their catalogs. Buy your standard authors in the good old-fashioned honest editions of the early part of the last century. . . . Don't buy expensive art books when they are published."

Book selection and purchase for small libraries. M. E. Prentiss. Pub. Lib. 11: 55-9. F. '06.

It pays libraries in these days of protected net prices to buy from clearance lists, from second-hand dealers and at auction sales. Baker & Taylor, New York, and McClurg, Chicago, issue occasional lists of new books at reduced prices. Partly worn books from the Booklovers' library are offered at 15 and 25 cents. S. F. McLean and Co., New York, send monthly lists of fiction which they sell for 50 per cent off. The Mercantile library, New York, sells novels through the Library Book Concern, 156 5th Ave., N. Y. at 30 cents apiece. Malkan and McDevitt-Wilson, New York, offer books other than fiction at low rates.

Bulletins of the A. L. A. committee on bookbuying. Lib. J. 30: 151. Mr. '05.

Check on the book fund. T. W. Huck. Lib. World. 11: 116-8. S. '08.

Mr. Huck describes the check on the book-buying fund used in his library. "All books are entered into a suggestion book, whether proposed by the librarian, individual members of the committee or borrowers. After the meeting of the books committee particulars of all books approved are entered into the 'books fund check-book.' This check-book 'gives in a concise tabular form the amount of expenditure on books approved, also the actual payments with and without sanction of the general committee, and the total payments. With these tables before them, it is practically impossible for the committee to spend more than is judicious.' The 'books committee, in considering a book, decide whether it is to be bought new or second-hand, and fix a price for second-hand books. . . . If it is found impossible to procure a book at the fixed price within a reasonable

Book buying—Continued.

time, or if the demand for a book is felt before it has been reduced (in the case of recent fiction for instance), such a book is submitted to the committee for reconsideration. An alphabetical index of books wanted, with the prices allowed, is also kept."

Editions suggested for a circulating library. L. Jeffers. Lib. J. 33: 48-53. F. '08.

Mr. Jeffers, who has charge of the book purchase and distribution for the circulation department of the New York public library, has had exceptional opportunity to study what fiction is in the greatest demand by library patrons. Knowing this he has made a study of editions with respect to prices, bindings, legibility of type and quality of paper. "The publishers of a popular novel sometimes issue a low-priced edition from the same plates as the original. As this is often printed on a flexible paper, and differs only in the omission of a few illustrations and in an altered cover design, it may be as desirable for strong binding as the higher priced book. Eventually this edition may be sold to a publisher of low-priced books, so that it may still be secured, altho it is not listed by the original publisher. . . . The English editions may be imported free of duty for library use at less expense than if purchased in this country." A list is given of forty titles of fiction in the order of popularity. "At present there are from four to five hundred titles on which it is more economical to supply a new copy in strong binding than to rebind a used copy in publisher's binding." A list of these titles with publisher and price is given.

Importation of books under the new copyright law. Lib. J. 34: 110-1. Mr. '09.

Letter to the American publishers' association. Lib. J. 33: 58-9. F. '08.

List of editions selected for economy in book buying. L. Jeffers. 23p. pa. 25c. A. L. A. Pub. Bd. '10.

"The list of books here presented is not suggested on account of its literary value for use as a basis of book selection by libraries, but it consists of popular titles which are published in more than one edition. It is a list of low-priced editions in publisher's covers that are of suitable type and paper for library use. For brevity, titles are usually omitted that are desirable to purchase only in the original copy-right edition, as this edition can readily be found in the American and United States catalogs; or, if out of print in America, a similar priced edition may often be found in the English catalog. In a few instances two editions are listed both being recommended for purchase. The collected works of an author are given when there is a choice of editions, and when all the volumes are issued by the same publisher at a uniform price per volume, and are sold separately. Prominent titles contained in these sets are listed separately to call attention to editions desirable to purchase. Poetry is usually listed as Poetical works." This list should prove invaluable to the small library whose funds are limited, and whose librarian has therefore little opportunity to know the relative merits of editions, as well as to the large library that buys for branches. It is not a selected list in the sense of recommending titles for purchase.

Methods; symposium. Lib. J. 31: 14-7. Ja. '06.

Methods in book purchasing. J. Spere-man. (p. 47-61 in Proceedings of the annual meeting of the Ontario library association, Toronto, Ap. 1907.)

The general consensus of opinion is that it is better not to have books sent on approval

from publishers; that it is advisable to scatter the purchase thru the year rather than to buy all in one lot at the beginning of the year; that it is generally unsatisfactory to order thru local dealers.

Principles and practice of bookbuying for libraries. I. E. Lord. Lib. J. 32: 3-11, 56-64. Ja.-F. '07.

Miss Lord gives a short introductory history of the attention paid to book-buying by the A. L. A. and follows this by a history of the net prices agreement between the American Publisher's Association and the American Booksellers' Association. Bookbuying is largely influenced by book selection. Book selection is in turn determined by book prices.

In buying imported books it is better for the ordinary library to order thru an importer. "It is better to have the books come in lots, whenever it is necessary to pay a notary's fee for the oath of importation. There is no duty on books entirely in a foreign language, but for English books under twenty years old there is a duty of 25 per cent. At present libraries are exempt from this duty, on no more than two copies at one importation. (A branch library counts as a separate library in the present custom house ruling.) If the copyright bill as at present drafted passes, incorporated public or institutional libraries may import free of duty one copy at a time of any authorized edition of any book in English." In buying American books do not order direct from publishers. It scatters the bills and adds the cost of transportation to the price. Do not buy subscription books of agents. Their prices are usually outrageous and in most cases there are plenty of second-hand copies on the market in a very short time. A jobber can usually give better rates than a local dealer. But if without loss to itself a library can help a local bookstore that is a benefit to his city it will prefer to do so. "The ordinary discount on books not published net or no longer net, is 33 1/3%. On technical books of this class, 20 per cent. is the usual discount. Special books are sold at special prices, which can be learned only through inquiry and experience." It is unfair to constantly send lists to several dealers for estimates. "An estimate takes time, care and trouble, all of which are money to the bookseller, and only one of the number asked gets anything in return. . . . Ordering only the books on which his bid was lowest from a given dealer is still more unfair, as he may have been able to quote those prices only in view of the whole order." Buying from auction catalogs pays best "in the matter of expensive art books or illustrated books." It is worth while to take the catalogs of one or two well-known auctioneers of books for a year, bidding on desirable items. But it would be wise to keep account, for a test period, of the amount of time thus spent and the amount of money saved." To attend a few good auctions is a matter of education to the librarian but it does not ordinarily pay. In buying this way the librarian "must compare prices, editions, and bindings in his own mind until he instinctively knows whether the price asked is a fair one. Two or three years of such reading of English and American catalogs of second-hand books and auction catalogs will give any one with a deep interest and a fair memory a knowledge of the book market that is invaluable." Orders from such catalogs should be sent at the earliest possible moment. English dealers give no discount to libraries, and most of the American dealers who print lists give none. . . . Orders from American catalogs should go direct to the dealer, and the expense of expressage or postage must be reckoned into the cost of the items ordered. . . . Books from English catalogs should be ordered from the same source as English books. . . . The importer's charge per shilling for secondhand books is about 27 cents." Lists of books may be sent to dealers in second-hand books with an understanding as to ordinary prices. "Half off the list price is an unusual discount for net books, though it is

Book buying—Continued.

to be had; but half off the list price of unprotected fiction means only the saving on the ordinary \$1.50 novel of the difference between 75 cents and 98 cents, which, with transportation added, may mean no difference at all." Out of print books may be advertised for in the *Publishers' Weekly* and the *Cumulative Book Index*.

Question of purchase. W: M. Hepburn. Ind. State Lib. Bul. No. 12: 2-3. Ap. '06.

Give the local dealer orders when possible especially if he is a man who knows and loves books. There are advantages in buying of a large city dealer as he will be apt to have ready for immediate shipment a large proportion of the newer books and will usually give good rates of discount. Second-hand dealers sometimes have the needed books. Librarian should keep in touch with dealers in remainders as they have had no wear and are better than second-hand books. Buying books by subscription is very expensive.

Report of A. L. A. committee. Lib. J. 30: C144-6. S. '05; Same. Pub. Lib. 10: 408-9. O. '05.

Report of the A. L. A. committee on bookbuying, 1910. W. P. Cutter. A. L. A. Bul. 4: 506-9. Mr. '10.

Possible economies are summarized as follows: "Order no book without carefully considering whether it may well be omitted altogether; whether its purchase may not be delayed; whether it may not be obtained cheaper abroad than in the United States; whether it may not be found at a cheaper price from dealers in 'remainders', or in a cheaper edition. Do not buy from travelling agents except after the most careful examination of the claims of the agents. Spend a large part of your time in examining catalogs. Do not forget that you can do no good work without proper tools, and so provide yourself with the regular trade catalogs, and such of the helps as you can afford. To epitomize, put the same time and thought in your purchasing as you spend in taking care of them after bought."

Report of the committee on book-buying, 1907. A. L. A. Bul. 1: 59-62. Jl. '07.

Report of committee on book-buying, 1908. A. L. A. Bul. 2: 179-90. S. '08.

Report of committee on bookbuying, 1909. A. L. A. Bul. 3: 222-3. S. '09.

Suggestions for economy in book purchasing. L. Jeffers. Lib. J. 33: 494-5. D. '08.

"For transacting a large volume of business the most economical method in the purchase of American books is to secure discounts upon general classes. Eliminating sets and books of special character which we handle separately, American books are easily classifiable, as, fiction protected for the year of publication; all other fiction; net books during the year of publication; net books after expiration of protection; juveniles, text-books, scientific, and miscellaneous, which includes biography, travel, nature books, etc. Any dealer who desires to secure business is asked to quote the per cent of discount which he will give on each of these classes."

Wisdom and economy of buying of subscription agents. P. B. Wright. Pub. Lib. 13: 166-7. My. '08.

Notes on this article are given under the heading *Subscription books*.

Book collecting.

One hundred book collectors, arranged in the chronological order of their decease. G: A. Stephen. Lib. World. 10: 194-200, 225-36. N.-D. '07.

Book conveyors. See Conveyors.**Book lists.**

See also Best books; Reading.

Book lists and bulletins in the children's room. A. G. Whitbeck. Lib. J. 31: 316-7. Jl. '06.

Lists of books printed as book marks are very helpful for children. They do not use lists in bulletins to any great extent. When lists are posted in the room it is well to place the books on shelves or a table near at hand.

Library magazines: their preparation and production. W. C. B. Sayers and J. D. Stewart. Lib. World. 8: 147-52. D. '05.

"The reading list offers unrivalled facilities for bringing before the public the literature of a particular subject. . . . Wherever the issue of frequent topical reading lists has been introduced, there has been an improvement in the character of the reading and enhanced public interest. . . . Primarily the reading list is topical. It is designed to guide the reader in the choice of books dealing with a current topic. Secondly, it is a guide to the choice of books on any topic. . . . The choice of a subject is largely a matter of discretion; the cardinal point to remember is that it should be one that is alive at the moment. . . . The list must be so arranged as to be equally useful to the student of the subject and to the man who simply wants to know something about it. Therefore all essential information must be given briefly, and arranged clearly. . . . Wherever possible, the arrangement of the subject headings of the classification adopted should be from general to special. This ensures that references to general works reviewing the whole of the subject, and therefore answering the requirements of the greater number of readers, are given first, and that references to other works follow in the order of their comprehensiveness."

Paragraphs and library book-lists. J: C. Dana. Printing Art. 10: 26-31. S. '07.

"That book-list is best which follows most closely the style of plain reading matter; uses a clear type of a size proper to the size of the page, length of line, and character of paper adopted; prints things in the way in which the average reader expects to find them; uses white spaces to show breaks instead of bold-face type, and clings always to simplicity and legibility."

Subject list of Catholic books in the Seattle public library. 45p. '09. Knights of Columbus, Seattle council.

The Seattle council of the Knights of Columbus have had this list compiled in order to indicate to Catholics "good, wholesome reading, reliable information, and true science."

Book losses. See Thefts of books.**Book marking. See Labels; Marking books.****Book marks.**

Book lists and bulletins in the children's room. A. G. Whitbeck. Lib. J. 31: 316-7. Jl. '06.

Lists of books printed as book marks are very helpful for children. They do not use

Book marks—Continued.

lists in bulletins to any great extent. When lists are posted in the room it is well to place the books on shelves or a table near at hand.

Laws of book borrowing. Pub. Lib. 14: 22. Ja. '09.

Book numbers.

See also Cutter Author tables.

Name tables adapted for the Netherlands from Cutter's Author marks. M. Wiersma and H. E. Greve. Boekzaal. 4: 443-56. N. '10.

In Europe Cutter's tables were almost entirely unknown until 1906, when they were used in Norway.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bul. 2: 227. S. '08.

Simplified book-notation. H: E. Bliss. Lib. J. 35: 544-6. D. '10.

Book-numbers "ordinarily consist of the Cutter order-number for the author, often followed by a lower-case letter for the title of the book, sometimes by a third designation, the volume-number preceded by the abbreviation v.; and in some places (where there are duplicates) by a fourth designation, hardly abbreviated, for the copy." With the close classification in use at present these numbers might well be simplified and the long class marks be compensated by short book-numbers. For large collections of fiction or biography the three-figure Cutter tables may be necessary but in smaller classes not even two figures after the initial are necessary to designate authors. The guide for each library in assigning book-numbers should be its own shelf list.

Some problems in book numbers. H. R. Mead. A. L. A. Bul. 5: 251-3. Jl. '11.

Book-plates.

Book-plates. W: A. Brewer. Cal. Lib. Assn. Handbook and proceedings. p. 48-54. '09.

Book-plates: their beauty and utility. C: F. Newcombe. Lib. Assn. Rec. 11: 211-21. My. '09.

Etched book-plates. F. Newbolt. il. Int. Studio. 39: 216-23. Ja. '10.

German ex-librists. G. Teall. il. Bookm. 31: 578-82. Ag. '10.

Marks of book ownership. G. Hennig. Bibliothekar. 1: 45-6. Ag. '09.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bul. 2: 226-7. S. '08.

Book prices. See Prices of books.**Book purchasing. See Book buying.****Book rarities.**

See also Incunabula.

Treasure room in Harvard university library. H: A. Bruce. Outlook. 93: 711-21. N. 27, '09.

Notes on this article are given under the heading College libraries.

Book reviewing.

Are reviews reliable? L. J. Burpee. Lib. J. 33: 101-2. Mr. '08.

Mr. Andrew Koegh of Yale is quoted as saying that "a large proportion of book reviewing today is not honest. A literary journal usually pays attention only to the books sent to it to review, and makes a selection from these. Criticisms of books are influenced by the advertising of their publishers. When an advertisement is sent with a book, the book is reviewed quickly." Mr. Burpee thinks this criticism too sweeping. He says "I do not believe for a moment that it applies to such reviews as the Nation and Spectator, the Saturday Review and the Dial, nor to newspapers of the class of the New York Post and Times; and it is to these alone that any intelligent librarian will look for advice in selecting his books."

Eternal or of the librarian. F. F. Browne. A. L. A. Bul. 5: 112-9. Jl. '11; Same cond. Pub. Lib. 16: 233-7. Je. '11; Same cond. N. Y. Libraries. 3: 5-8. O. '11.

Notes on this article are given under the heading Book selection.

Practical book reviewing and manuscript reading from the inside. W. Rice. A. L. A. Bul. 4: 630-3. S. '10.

Few newspapers in America pay a literary editor. The prevailing idea is that "anybody can review a book." The newspaper reading public doesn't care for book reviews. Magazines are becoming more journalistic and in the matter of reviews stand on a plane with newspapers. "I have no notion how such a state of affairs is to be remedied except by the universal method of education. When people are educated to look into the literary column for something besides a mere passing fancy of an immature mind in the way of a review, the papers will give them something better."

Practical side of book reviewing. Pub. Lib. 10: 291-2. Je. '05.

Present day book reviewing. H. E. Haines. Ind. 69: 1104-6. N. 17, '10.

Reviewing books. E. S. Barnett. Pub. Lib. 11: 558-9. D. '06.

The essential qualities which a successful book reviewer must possess are given in the article.

Value of book reviews. N. Y. Libraries. 3: 3-4. O. '11.

The reliability of a book review is not wholly a matter of the honesty of the periodical in which it appears. With the best of intentions a reviewer may tell only part of the truth about a book, or in other ways give a false impression of its value. Books hailed as literary masterpieces a few years ago are now deadwood on library shelves. "The fault may not be with the reviews or reviewers; it is their business, of course, to deal with contemporary productions, and such productions most naturally assume an importance out of all proportion to their real value. Then too the proper appraisal of any contemporary work or event is a task too difficult for even the best minds. But these obvious defects should at least serve as a constant warning to librarians not to take even the better class of reviews too seriously. Dependence should never be placed on any one journal, no matter how respectable, and even when several agree, the element of doubt is by no means removed. For librarians who do not have an opportunity of studying and testing the fitness of books for their shelves before purchasing, the only safe rule is to wait until some competent and disinterested library authority, such as the A. L. A. Booklist or the Best books lists of the State library, has given its judgment and approval."

Book sales. See **Booksellers and bookselling.**

Book selection.

See also **Best books; Bibliography; Book buying; Censorship; Children's reading; Discarding books; Fiction; Foreign languages; Books in; Nature books; Periodicals; Reference books; School libraries; Technical literature; Travelling libraries.**

Aids; Bulletin of A. L. A. committee on book buying. Lib. J. 30: 479-82. Ag. '05; Excerpt. Pub. Lib. 10: 362-3. Jl. '05.

Aids in book selection. Kroeger, A. B., and Cattell, S. W. (Library handbook, no. 4.) D. 28p. 15c. (D.) '08. A. L. A.

Designed for the small library with a modest income, and a more-or-less inexperienced librarian. It includes information on book reviews, trade bibliography, publisher's catalogs and bulletins, auction and second hand booksellers' catalogs, library catalogs, bulletins and finding lists, subject bibliography, children's literature, documents, foreign literature, periodicals.

Attractive editions of standard authors vs. cheaper ones. M. Graves. Ia. Lib. Q. 5: 65-6. Ja. '06.

"It is a well-known fact that of two standard sets, identical in reading matter, but one of which is bound in dull binding with fine print and poor paper, the other bound attractively and printed from clear, large type on good paper the latter will circulate frequently while the former will stand on the shelves year after year."

Author from the librarian's standpoint. L. L. Pleasants. Wis. Lib. Bul. 4: 48-9. Je. '08.

"The responsibility of selecting and rejecting should be thrown not upon the librarian, who sometimes is incompetent to decide and often is subjected to pressure from her public to buy against her better judgment that for which there is a passing demand, but upon those who print the books, that there may be no poison at the fountain head to filter thru the streams. We have our pure-food laws which protect us from physical injury; why not work for that more important legislation which affects the mind and soul? In France, I believe, a book has to reach a certain standard of literary merit in order to be crowned by the academy. Is it unreasonable to hope that at some time in the future the library interests of our country will be strong enough to demand the establishment of some such tribunal which in addition to judging literary merit, will set the seal of its approval upon no work that is debasing?"

Book list for a small library. E: Prime-Stevenson. Ind. 71: 1328-31. D. 14, '11.

A selection of books for a small private library which may also contain suggestions for the small public library. Fiction which forms two-thirds of our ordinary reading is given particular attention. The following rules were observed in the selection of fiction for the list. "1. It must either be a classic, of which one should not be ignorant, a work always readable in its field; or 2. It must be so standard in its class that re-reading it should not come amiss; 3. It must represent its author clearly; 4. It must have no social or ethical quality that would make it inadmissible to adults of moral discernment and good sense, in a public library, when its literary value and acceptance be considered; 5. Inasmuch as in so small a library the full series of works from one or another author who is prolific and highly esteemed cannot be included, lest space be exceeded, the choice here made is of only such author's 'best'

book, or of a few of the 'best' books. Naturally, this choice can be often questioned or even rejected, but in most cases I think it will be found entirely defensible." The following classes of books are represented: books of reference; history; biography; classic Latin and Greek authors; travel and discovery; religious and philosophical works; essays; fiction.

Book selection. A. Arneson. For Folkeg Barneboksamlinger. 2: 35-8. My. '08.

There is no part of administration which makes greater demands on a librarian than does book-selection. He must have independent and intimate acquaintance with the field of literature; he must be able to choose and reject with authority; he must understand how to question specialists when his own knowledge is not sufficient; he must be in close touch with his time and his surroundings; if he does not know what his patrons are thinking, he cannot possibly know what they should read; he must understand how to follow up the interest of the moment; a newspaper article, a lecture to working men, any occurrence may give rise to good impulses, impulses which will die if they are not nourished by means of books. In the purchase of books tolerance must be displayed; a partisan library will never be a public library. (Translation.)

Book selection. E. F. McCollough. Wis. Lib. Bul. 7: 41-2. Mr. '11.

The selection of books for other people to read is no easy matter, and the difficulty of the problem increases as the book fund diminishes. "Mistakes in book selection are luxuries which no library however large or well provided with funds can afford. For every dollar mispent means a chance forever lost to supply the immediate need." Books should not be selected in a hit or miss fashion but should be chosen in accordance with a definite plan which has been systematically worked out with a view to supplying the book needs of the community. The librarian must be keenly alive to the community interests. She is the only person who is in a position to see the problem as a whole. "To aid such a librarian a good book committee able to supplement and balance her ideas and judgment is another essential. The best team work is usually done when the interests of the members of the book committee are as varied as possible."

Book selection and buying. Mrs. K. M. Jacobson. Minn. Pub. Lib. Com. Notes. No. 5: 5-7. D. '05.

"No method seems more advantageous than the buying list corresponding to a card catalogue made by mounting annotated clippings, and adding to these the opinions of the librarian or members of the book-committee who have personally examined the books. . . . The librarian [should] watch the journals, the various bulletins and lists; check here and there the notices, preparatory to mounting, of such books as she knows are necessary to balance this class in her library, or to supplement that; to replace an out-of-date or worn-out volume."

Book selection and purchase for small libraries. M. E. Prentiss. Pub. Lib. 11: 55-9. F. '06.

Notes on this article are given under the heading **Book buying.**

Book-selection committees for juvenile literature in Germany. I. Chadburn. Lib. Assn. Rec. 9: 56-69. F. '07.

In Germany Paul Zeigler of Berlin founded in 1893 the Jugendschriftenwarte a monthly paper designed to educate the public in the scientific criticism of juvenile literature. In 1900 Heinrich Wolgast of Hamburg organized Die vereinigten deutschen Prüfungsausschüsse für Jugendschriften, i.e., the Union of German committees for the criticism of children's

Book selection—Continued.

books. There are now 78 of these committees distributed throughout Germany. A catalog, revised annually is issued. In 1906 it contained 637 titles. The association desires the attainment of "the expression of excellent subject-matter in excellent form, be it prose or poetry; and its illustrations by pictures of excellent artistic value, . . . so that the art of reading should become not only an education in general knowledge, in science, in ethics, but also lead to the cultivation of a refined taste in both subject-matter, literary expression and artistic illustration." The local committees for the testing of books are formed chiefly of teachers who in Germany are considered the natural directors of the public libraries. The association begins each year by rejecting all books which bear unmistakable evidence of worthlessness. The other books are submitted to local committees. "Each book submitted for judgment must be read by at least three members, independently of each other—each member must write out a short criticism 'for' or 'against' the book, giving reasons—for the corporate consideration of his committee. Should the three agree unanimously, their verdict will be probably adopted by the local committee, and forwarded (with reasons) to the headquarters of the association for publication in the *Jugendschriftenwarte*. Should only two agree, another member would read for the casting vote. The editor thus receives on each specified book, the critical reports of at least five or six local committees (i. e., of eighteen persons) and then publishes the results, with his own summary of the evidence. . . . At the end of each year the books 'accepted' by the Association are incorporated in the 'Verzeichnis empfehlenswerter Jugendliteratur,' the annual 'Catalogue of books suitable for the reading of the young.' The catalog is graded according to the age of the reader as well as by subject-matter. "The right illustration of children's books is a matter to which the association pays the most careful attention. . . . "Pictures for children must be drawn simply and distinctively—be full of poetical feeling and decorative design. Picture and text should accurately agree. If in the story the fairy wears a red cap, that red cap must be conspicuous in all pictures in which that fairy figures. Coloured pictures are preferred by children to those in black and white, but better black and white illustrations than crude and gaudy colour-prints or those in muddy impure tints. And better no pictures at all than poor or imperfect ones."

Book selection from the branch librarian's standpoint. S. Jacobsen. Pub. Lib. 10: 515-6. D. '05.

"When one knows the make-up of an edition, one naturally chooses the simple, unpretentious, substantial one that can better stand the wear and tear of the public library use than the light-colored fancy edition; and in large works of history or science, a volume with a good index is of triple value, compared to one without it."

Book selection: fundamental principles and some applications. E. A. Baker. Lib. Assn. Rec. 13: 17-29. Ja. '11.

The principles which guide us in the selection of books for the library will depend upon our conception of the function of a library. After examining the conflicting ideas as to what a library should be and what purpose it should serve, we find that we must accept two views, the utility and the humanist view. Our conception of the function of the library must embrace, on one hand "the idea of the workshop, the bureau of information, organized to answer any possible inquiry presenting itself in the course of their daily employment, to teacher or student, business man or workman, people engaged in social and political work, public speaker and journalist; and, on the other, the humanist idea, the idea of knowledge sought for its own sake, and literature having no

practical value, but loved for its emotional and spiritual bearing on our lives." The ratio between the utilitarian and the intellectual needs of every community is a problem for each library to solve for itself. "There is no such thing as an ideal selection of books that would suit any community. In some places the demands of utility will be almost nil. In other places we may be driven to neglect the higher side by the pressure of the demands from readers engaged in highly technical industries, or from the numbers of highly specialized students requiring textbooks and works of reference. We must then, as a preliminary step, estimate with the utmost care the relative weight of the two demands."

Having arrived at a decision in this matter we still have to decide between two methods of applying this general principle—the numerical method and the method of correlation. While the first is the easier, requiring as it does only a decision to buy so many books on a given subject, the second is the more satisfactory method. "The one sound method of applying our canons of selection is to choose only such books as will fit into a graduated and continuous course of study on each specific subject. Every book should be linked with, be subordinate or complementary to, some other book or group of books. Only thus can we insure that our library supplies not merely books, but courses of reading, not only material, but material organized for use." This requires a vast knowledge of books as individuals on the part of the librarian, but the first duty of the librarian is to be a book expert. In considering the needs of his community the librarian must recognize two facts: first, that around every branch of human activity, there has grown up a great mass of technical literature; second, that with the universal ability to read there exists an insatiable appetite for crude knowledge. "Unfortunately, this rage for information, and this wealth of experience accumulated in books, are not exactly complementary to each other. The most voracious reader is the devourer of our cheap newspapers and popular magazines, the incredible childishness of which is an index to the vital need of our time for organizing the stock of knowledge and directing the appetite for information aright." An ordinary public library cannot provide on a lavish scale for the needs of all kinds of people, but it should at least provide the bibliographical guides which will enable the specialist to know what material there is on his subject. The library can give each an opportunity to become a book selector in his own line."

There is a point at which the requirements of the artisan, the engineer, farmer, and technical student may fairly be regarded as satisfied. We have done our duty in any given branch of technology when we have provided enough modern books to serve the needs of the local worker. But when literature is in question we cannot say, 'Look here, we have given you the best poets, an adequate selection of the finest dramatists and essayists, and a representative course of reading in the Greek and Latin classics: the library is now complete.' Here it is impossible to lay down narrower limits than those of our powers of spending, controlled by our powers of wise selection." In the matter of selection the question still is as to the value of the book. Ask of a novel—does it satisfy our aesthetic instincts? The purpose of the public library is not to furnish mild dissipation at the public expense.

Book selection in the university library. E. H. Budington. Columbia Univ. Q. 13: 218-23. Mr. '11.

In the selection of books for a university library three things must be considered: first, the relation of the university library to the other libraries of the city; second, the relation of any department to other departments; third, the relation between members of a single department. "The relation of the university library to the other libraries in the city makes essential an understanding by which each library will undertake to keep certain subjects

Book selection—Continued.

fully up to date, thus making it unnecessary for the others to buy largely in these directions." In selecting books for the different departments of the university it is found that their fields overlap. The same book is demanded by several departments. A system of cooperation between departments must be worked out if library funds are to be expended to the best advantage. In considering the needs of a single department it seems best that each department should appoint its library committee which shall confer with the library officials on all questions relating to the book needs of the department.

Book selection: local collections. J. Ross. Lib. World. 10: 71-6. Ag. '07.

Notes on this article are given under the heading Local collections.

Books about America in foreign languages; compiled to aid in the selection of books for foreigners. A. L. Holding. N. Y. Libraries. 2: 92-8. Ap. '10.

Books in relation to libraries. Lib. Asst. 6: 211-4. N. '08.

Books no public library should be without. E. E. Slosson. Ind. 65: 1559-62. D. 24, '08.

"In deciding what books to buy first, two general rules may be useful. First. The public library is intended to supplement, not to supplant, existing sources of literature. Its primary purpose is to keep on hand the books that are needed but cannot readily be obtained elsewhere. It ought not be merely a free news stand. . . . Second. In buying books begin at home and work outward, begin now and work back." The library should have "I.—Files of the local papers. There should be complete files of at least two of the leading weeklies or dailies of the town or county. It is not necessary to explain the importance of these for legal, commercial, historical and personal purposes. In order to find out how rare and valuable such a set is, it is only necessary to try to get one. Everything relating to local history should also be diligently collected, books, pamphlets, photographs, diaries and letters. This is the one line in which it is legitimate for a small library to specialize and acquire a unique collection. . . . II.—Next comes the state. Most of the material can be obtained free when it first comes out, but a few years later not for love or money. Get a complete file of governors' messages and departmental reports, the catalogs of the state university, the bulletins of the agricultural experiment station, the annuals of the state historical, scientific, literary, religious, political and fraternal societies and conventions.

III.—The most recent and authoritative information about the United States and all foreign countries. . . . At least the special reports of the Census and the bulletins of the Bureau of American republics should be within the reach and cognizance of the librarian. The rest of the world is still more difficult. The latest volumes of the 'Annual register,' the 'Statesman's yearbook,' the 'International yearbook' and a set of Baedekers will be a good start. Books of travel should be bought with discretion. . . . IV.—Maps. Here is where libraries are very likely to be deficient, because maps are hard to find and difficult to handle when got. Every library should have the United States geological survey maps. "Then as far as possible get the maps that each government published of its own territory. . . . V.—Files of the leading English and American periodicals. This is the cheapest and surest way of making a library equal to any emergency call and the librarian who can handle his periodical indexes skillfully will get a reputation for omniscience that will extend into the neighboring counties. It is not at all necessary to buy back numbers, only to blind them from year to year, for the last ten years will cover most of the calls. . . . VI.—Recent scientific

and technological works. Those over twenty years old may as well be burned up unless shelf-room is abundant and dusting is cheap. . . . Select each book separately. Pay no attention to 'Wonders of nature' or 'The classics of science' even if the set does look pretty when the agent uncoils the chain of bindings. Any further money should be put in journals of original research which do not lose in value like books. The small library may well specialize in the technological literature of its local industries, keeping a good supply of trade journals and getting books that the manufacturer or mechanic or farmer will not sneer at." VII.—The classics. "However little they may be in demand the public library must have a tolerably complete set of the standard works of history, biography, fiction, poetry, and morality which form the sub-soil of our modern literature. . . . VIII.—Recent and authoritative works on pending questions. Here the book-buyer must be cautious and read between the lines of advertisements and even of reviews for an unlimited amount of money may be spent with little to show for it. . . . Reference to the periodicals will satisfy most readers, but those who are seriously interested will need thorough and comprehensive works. There should be in every library the best books on such subjects as prohibition, woman suffrage, labor, socialism, insurance, banking, tariff, race questions, international arbitration, etc., in most cases two or more works presenting opposing or divergent views."

Books on India and Indian periodicals. J. T. Sunderland. Lib. J. 33: 229-30. Je. '08.

A list is given of late books which furnish accurate and reliable information concerning modern India.

Building up a business library. Publishers' Weekly. 79: 2084-6. My. 20, '11.

There are very few good business books, and practically all that are good "have been published within the last ten years and some of the best within two or three years. Business books of any kind, good, bad, and indifferent, are far from plentiful. To build up any sort of a library at all, you are forced to give a very elastic meaning to the word business, and include within its scope works of a specializing character, such as treatises on banking, finance, transportation, accounting, shop practice, etc., books which no doubt are valuable to men engaged in each specific line but are too full of detail to be of practical value to those engaged in other lines. To be specific, really helpful books on advertising and selling are very few." Mr. W. H. Ingersoll has made out a list of ten best books on business and of these ten, six are of a specializing character. The following are the ten books: Veblen's "Theory of business enterprise," Parson's "Business administration," Rollins' "Financing an enterprise," Garrison's "Accounting every business man should know," Emerson's "Efficiency," Carpenter's "Profit-making management," Diemer's "Factory Organization and administration," Scott's "Theory of advertising," Scott's "Selling," and Parson's "Laws of business." A bibliography of books on business is selected with reference to the needs of the average business man.

Buying lists of books for small libraries. Z. Brown, comp. 1-40. '10.

"This list has been prepared for small village libraries, especially those that have only a little money to spend for books. Expensive books and expensive editions have therefore been omitted. It is believed that all the editions recommended, however, are fairly satisfactory. In many cases, the better edition and its price are given after the cheaper one. In buying, it is suggested that about one third of the money be spent for nonfiction, one third for fiction and one third for juvenile books (including both fiction and other works). Of course the pro-

Book selection—Continued.

portion may be altered to suit circumstances. It is recommended that whenever possible books be bought in the special library binding."

Children's books in inexpensive editions.

C. Marvin. Wis. Lib. Bul. 1: 54-6. Jl. '05.

Get inexpensive editions for general circulation. When soiled they can be destroyed and clean books are better than soiled copies. A list of inexpensive editions is given.

Choice of books. H. Nyhuus. For Folke-og Barneboksamlinger. 3: 110-4. D. '09.

Address at the second meeting of Norwegian librarians, "Juul Dieserud, at present an assistant in the Library of congress utters a warning in the September number of the Library Journal against several Norwegian books of doubtful character. Now I concede that there are widely different moral standards in Norway and America. Perhaps ours is too liberal. On the other hand it is certain that the American standard is too narrow. In any case, too narrow for us. Norwegian writers have been wont to declare themselves on any subject whatsoever and we have learned to listen on any subject whatsoever. The American standard is different, a fact which exactly accords with the traditions of the country and the less complex life of a people whose most intense endeavor has been toward material progress and practical achievement. Both systems have their advantages. The Americans cherish a system of morals which favors concealment and puts fig-leaves on statues. We are the rather inclined to look upon the naked truth and believe it is the highest good to see things as they really are. Artistic merit of course is to be required; further, this literature should be kept from children and young people."

Choice of books in traveling libraries. K.

I. MacDonald. Wis. Lib. Bul. 2: 39-43. My. '06.

"Buy the most attractive and beautiful editions of classics and standard novels, both for children and adults. If the money must be saved let it be on the very popular fiction, which will be read whatever its forms, and much of which may be had in more or less cheap good editions." A work in one volume is far more likely to circulate than the same bound in two volumes.

Concerning practical bibliography. J.

Walton. Lib. Assn. 7: 7-15. O. '09.

Notes on this article are given under the heading Bibliography.

Current aids to book selection. B. Win-

ser. Pub. Lib. 10: 263-7. Je. '05.

Current year's best books in sociology

for a small library. G. Miller. Pub. Lib. 10: 11-4. Ja. '05.

Difficulties in the selection of scientific

and technical books. E. A. Savage. Lib. Assn. Rec. 10: 162-74. Ap. '08.

The difficulties resolve themselves into two classes—the elimination of old books and the addition of new ones. Two suggestions are feasible in the elimination of old books, viz., to relegate all books which are surely obsolete to a reserve stock, and to paste a warning notice inside all ephemeral books in science, technology and sociology. Such a notice might read "When choosing a scientific or technical book note the date of publication. Some books not of recent date are retained because the elementary and historical parts of them are still valuable, although other parts are obsolete. This book was published in . . . was revised last in . . ." The keeping of scientific and technological books up to date is a serious question. Large

libraries can usually afford to purchase all the important books as soon as they are published, but the small library runs the risk of wasting some of its funds on books that are not the very best for its public. The small library should put a limit on the subjects represented in it. In this way it could double the books on each and so be better equipped for continuous study in certain lines. If it attempts to be comprehensive in selection many subjects will be covered by only one or two books of a general character. Then, too, "the fewer subjects the librarian has to overlook the more likely is he to succeed in keeping the collections upon them up to date and adequate." The sources of information about science books are poor. The guides drawn up specially to help him are out of date when he receives them, and he has been obliged to select without them. He cannot depend on reviewers for they do not tell with exactitude the subject of a book and the point of view, nor, in the case of new editions, the extent of the revision. "What would help the librarian in the case of science is a concise annual summary of progress. In Germany and France summaries are published for several branches of science." The annual list of Best books is excellent but its recommendations are too late to be of service. "A public library cannot wait till the end of the year before making its selection of books in any subject, especially in science and technology. The latest work is required at the earliest moment." A monthly annotated list would be far more valuable than the annual list. The A. L. A. Book-list is annotated but the recommendations are not signed and it recommends only books of a general character. The library association should cooperate in publishing a monthly list.

Directing the taste of casual readers. I.

Rosenberg. Pub. Lib. 13: 294-9. O. '08.

Purchase the best authors in substantial attractive editions and they will surely be read. The works of Jane Austen in a poor binding were almost untouched, but an edition in large excellent type had a large circulation.

Elverum public library. O. Schulstad. For

Folke-og Barneboksamlinger. 2: 5-9. F. '08.

The committee thinks that a public library should be representative, that as far as is possible it should have all fiction which has been printed in our language and a selection of the best books in other departments regardless of the views and theories which they express. The management is clearly convinced that it has not the right to come forward as censor for the reading public. (Translation.)

Eternal or of the librarian. F. F. Browne.

A. L. A. Bul. 5: 112-9. Jl. '11; Same cond. Pub. Lib. 16: 233-7. Je. '11; Same cond. N. Y. Libraries. 3: 5-8. O. '11.

The eternal question with the librarian is "Which shall it be? This book, or that?" The librarian must take the responsibility of buying books for other people, and, not only a wise selection, but a judicious distribution of his purchases is necessary. The most difficult problem of all is presented by the new novel. In trying to make an appraisal of the value of a new book, he finds the abundance of material in the form of advance notices, etc., a hindrance rather than a help. A practical method of classifying and arranging such material in envelopes of convenient size is suggested.

Expensive books and the small library N.

Y. Libraries. 2: 251-2. Jl. '11.

It is generally assumed that expensive books, however important, are out of the reach of the small library. "Libraries, like homes, can suffer from too much as well as from too little economy, and just because the danger of the latter extreme is so obvious, it is

Book selection—Continued.

perhaps the less serious and the less common. The usefulness of a collection of books can not be measured by their number. It depends to an even greater degree on their fitness and attractiveness. One good book in a fine attractive edition may easily do more good than a dozen equally good books in unattractive or repellent form. Too often the standard novels and literary classics in our libraries are condemned to uselessness by the undue economy that was exercised in their purchase. In how many libraries do we find an utter lack of distinction and charm, a dreary and repellent appearance of cheapness and commonness, tending to create a prejudice against rather than a love for books! Libraries are often poor and without proper support and respect in their community, just because they treat themselves so poorly. The library that will respect itself, that will regard itself as always worthy of the very best and treat itself to the best, has adopted the surest method of achieving material prosperity." Another point that might be urged is that cheap books of the class which the small library is supposed to purchase are within the range of individuals, but the expensive work which cannot be owned by the individual reader should be owned collectively by the community if it is of sufficient importance and general interest.

Fairy tales. Pub. Lib. 11: 175-8. Ap. '06.

An evaluation of the various books of fairy tales.

Few suggestions for a patient's library.

Am. J. of Nursing. 10: 936-7. S. '10.

Volumes in the Henry Phipps library in one of the wards of Manhattan state hospital.

Fiction in the public library. A. O. Jennings. Lib. Assn. Rec. 10: 534-41. N.; Discussion. Lib. Assn. Rec. 10: 558-64. N. '08.

Notes on this article are given under the heading Fiction.

First \$100 for reference books. J. I. Wyer, jr. N. Y. Libraries. 1: 8-9. O. '07.

Foreign law in state libraries. C. C. Soule. A. L. A. Bul. 4: 702-3. S. '10.

Notes on this article are given under the heading State libraries.

French books for our daughters. N. C. Devonshire. National R. 48: 1022-33. F. '07.

A list of French books that are absolutely pure and clean and fit for any one to read is given. It is not a complete catalog of such books but a list that must prove very useful. The list is arranged under three headings, viz. "(1) Books suitable for children under twelve; (2) Books suitable for young people and children over twelve; (3) Novels, which grown-up people, as well as young girls, can enjoy."

Fugitive bibliography in relation to book selection. J. D. Young. Lib. Asst. 6: 192-6. O. '08.

Notes on this article are given under the heading Bibliography.

General principles of book selection. M. B. Lindsay. Pub. Lib. 10: 267-71. Je. '05.

"The point of view of the reader must be kept constantly in mind . . . [but] immediate demand is not the only important [consideration]. . . . The more serious needs of the public must be anticipated. . . . Certain standard periodicals [though not generally read are] . . . useful as reference books. . . . In scientific literature, keep up a good supply

of periodicals of popular but authoritative nature. . . . The subscription price of a good technical magazine is not more than that of the average scientific book and it has the advantage of being up to date, as well as containing contributions from the best authorities on the subject. . . . General . . . readers . . .

should be kept in mind rather than the very few who want the purely technical literature. . . . Where choice must be made, choose the condensed rather than the exhaustive work—the general treatise rather than that covering any special phase or period of the subject, always cautious, however, as to the authoritative value of the work. In the matter of history the books covering our own state and our own town should be generously supplied. . . . In general . . . avoid subscription books. . . .

Let us have novels, and let us have them in abundance, but let us guard very carefully the standard set for those to be placed before our readers. . . . [Mrs. Fairchild says:] Select books which tend toward development and enrichment of life. In deciding whether to buy a given book for a given library, ask the question: Is there anything in this book to have a good effect on the life of the community? Is there anything in this book of service and pleasure to any man, woman or child in this community?"

German principles for selection of children's books. A. M. Jordan. Pub. Lib. 13: 1-3. Ja. '08.

The teacher in Germany leads in overseeing children's reading. The library is an agency to look after children beyond school age. "Children's books are to be considered always and under all conditions as a means of education; that is, education in the sense of conscious influence. They may be expected either to instruct or to uplift or to delight by artistic presentation. Reading as a source of amusement is regarded as unnatural to children, inasmuch as childhood's normal recreation is to be found in activity. . . . Only men of science should attempt to offer scientific teaching, and this must not be done in the guise of a story. . . . The moralizing story is objectionable. There must be no effort at instruction in the work of art."

Guides to book selection. J. D. Stewart and O. E. Clarke. Lib. World. 11: 409-17, 445-50. My.-Je. '09.

An annotated list from the English point of view.

How far should the demand of the public for popular books be supplied? P. B. Wright. Pub. Lib. 13: 122-3. Ap. '08.

Twenty-five to forty per cent of fiction is a good working basis for a library.

How to choose editions. W. E. Foster. N. Y. Libraries. 2: 85-92. Ap. '10.

"The six points of selection are the following, and they are named in the order in which they should stand: (1) Text (whether unabridged or not), (2) editor, (3) size, (4) type, (5) paper and ink, (6) binding."

How to raise the standard of book selection. A. E. Bostwick. Pub. Lib. 14: 163-7. My. '09.

"When the book fits the man, provided he is a good man, it is a good book." A few tests to distinguish good from bad books are those of language, simplicity and clearness, good taste and truth. "If a book survives these tests . . . it cannot be a bad book so far as style goes." As to subject matter, the test should be "simply that of its effect on the reader. If a book makes the reader want to be mischievous, foolish or criminal—to be a silly or bad man or woman, it is a bad book. . . . If a book sends a boy out to be a burglar, it is bad; if it impels him to take a crying child

Book selection—Continued.

by the hand and lead it home, it is good." To buy books without reference to the special needs of the community is to buy bad books. The books bought are not bad, but might easily be better. Non-use of a book means that something is the matter, either with the book or the public. Current books of doubtful value are added when standard books of superior merit are in such demand as never to be found on the shelves. Books on local industries are frequently lacking, because patrons do not expect to find them at the public library, and therefore do not ask for them. Many libraries lack collections of books in foreign languages adapted to the industrial colonies of foreigners in the community. Classes of books requiring technical knowledge for selection, such as the sciences, the arts or history are often badly chosen. Controverted subjects are given one-sided representation. "There is too much care about the outward garb of decency and too little about the pervading atmosphere of morality." The book-selecting body fails to avail itself of expert advice. There are persons in almost every place who are qualified to give advice as to certain specific books. "The best results are obtained through a preliminary selection by the librarian with the aid of lists and the advice of individual experts . . . and then submitted to some person or committee representing the Board of trustees." With a satisfactory librarian, the work of such a committee would be to deal with the general policy to be pursued in selection rather than the consideration of individual titles. The most difficult expert advice to procure is concerning fiction. Authors and publishers should no longer be standards for fiction selection. Each individual novel should be read through from cover to cover to determine its fitness for an American public library. Effort should be made to determine whether a library is properly distributed among the different classes. If a library containing four per cent of history and six per cent of literature has circulation percentages of five and seven, respectively, in those classes, it is evidence that those classes circulate more freely than other classes and might profitably be added to. The following "don'ts" for book selectors are suggested:— "Don't buy books that are intellectually far above your readers, in the hope of improving their minds; don't buy fine editions of books that need rather to be extensively duplicated; don't buy McGrath and McCutcheon when you have reserves on file for Dickens and George Elliot; don't buy biography in excess because you are fond of it yourself, when a comparison of percentages shows that your supply of travel or applied science is not up to the demand; don't buy books in flimsy bindings that will give out after the first issue; don't buy books in very strong bindings when their use is to be light and small; don't buy 'sets' and 'libraries'; don't buy subscription books of an agent at a personal interview; don't estimate public demand by its effect on your own patience; don't buy books of which you are not in immediate need, when you are morally certain that copies in good condition will be thrown on the markets as remainders at one-quarter the original list price; don't buy costly 'new editions' of reference books without assuring yourself that the newness is more than nominal; don't buy novels because you see them advertised in the trolley cars."

Importance of book selection. Lib. World. 9: 1-6. Jl. '06.

"The total number of books printed since the invention of movable type in the middle of the 15th century has been computed by different authorities at figures ranging from fifteen to thirty millions. To this vast kingdom there is no guide, nor even adequate classification. . . . Here then lies the work of the bibliographer, to collect, collate, discriminate and preserve only the titles and contents of such books as really count for something. . . . At the present time, book selection is receiving

far more attention than ever before, and librarians and committees, hitherto lost in the clash of rival systems of government, are beginning to regard the building up of a library more from the book and less from the brick standpoint. . . . A library to which people can resort, with confidence in its power to help them in any line of research, is a temple of knowledge which will influence public taste, judgment and feeling in a manner impossible by any other agency."

Initial stock of a public library. T. E. Turnbull. Lib. Asst. 7: 118-23. Ap. '10.

"To select books on all subjects from one's own personal knowledge, is fraught with great danger. Yet is this same personal knowledge, the possession of which distinguishes the scientific librarian from his less able brother, of the utmost importance. It is of use in qualifying, extending, and modifying the suggestions of 'guide-books to books,' or of friendly recommendations, in such a way that the needs of one's 'clientèle' will be more readily met, and their requirements satisfied with greater success and exactitude. Apart, then, from this most desirable individual equipment, the available aids may be roughly divided into 'literary' and 'personal.' Of the former, Sonnenschein's 'Best books' and 'Reader's guide' (of which a new edition will shortly be issued) will be found indispensable, whilst Sergeant and Whishaw's old, but useful 'Guidebook to books' and Robertson's 'Courses of study' should be remembered as amongst the best general guides to literature. The 'Catalog' of the American library association is also to be recommended, if the fact of its strong American bias be constantly kept in mind. As regards guides to special subjects, the librarian of to-day, if not ideally situated, is certainly in a greatly superior position to his predecessor. He is able to consult works authoritatively written from his own standpoint, on the selection of fiction, history, the fine arts, economics, the classics, music, etc., and he should make the fullest possible use of them. . . . In all moderately large towns gentlemen well known for their interest in certain subjects would gladly revise any list of books on their particular subjects submitted to them. Additions might, of course, be invited, but I contend that a list, it may be only a skeleton list, should be provided by the librarian as a groundwork for the specialist. The choosing of books by means of reviews in periodicals, altho universally practised is in some respects but an unsatisfactory expedient. The method can never be a perfect substitute for personal examination, whether by the librarian himself or by expert assistants, for one can in no case be sure of the absence of bias, prejudice, or impartiality in some form, in a book review."

Mechanism of book selection and ordering. J. D. Stewart. Lib. World. 14: 131-4. N. '11.

The large majority of books added to any library are bought on the suggestion of the librarian and his staff. The librarian should examine carefully the various literary reviews and magazines, but he must remember too, that only a small fraction of the books published are reviewed in these magazines. "A magazine reviews the books sent to it for that purpose and ignores the remainder." It is therefore necessary that the librarian have a check list of the books published each week. The Publishers' Circular is recommended for this purpose. The librarian marks this list weekly and hands it over to an assistant who makes entries on slips or cards of uniform size. This slip should contain author's name, title, publisher, price, date of publication, and source of information. In some libraries senior members of the staff are made responsible for suggestions in particular classes of literature. Suggestions are also received from outside sources and special cards may be made out for books

Book selection—Continued.

suggested by readers. For the purpose of filing and handling slips, a filing box is necessary. The plan suggested makes use of the following guide cards: Suggestions; Books for committee; Passed by committee; Ordered; Overdue; Secondhand; Rejected. Most of these headings explain themselves. Under the first are filed all suggestions from every source whatever; under the second those books selected from this list which are to be recommended for immediate purchase. Overdue books are those ordered which are not supplied at once. Slips are transferred to this compartment after waiting a reasonable time. Slips transferred to the secondhand section are for books which can be held over for a time till they can be obtained secondhand.

Municipal librarian's aims in bookbuying; symposium. *Library*, n.s. 6: 46-69. Ja.; Same. *Lib. J.* 31: 119-23. Mr. '06.

The discussion is opened by the statement that "if the main object of the library is educational, the main object in the selection of the books should clearly be educational also." It is argued that it is not the province of the library to furnish fiction, that librarians must educate their readers. That at least only the very best fiction be purchased, and none until it is a year old. On the other hand it is argued fiction is desirable. "The danger of taking too narrow a view of the functions of a library is shown by the decay of mechanics institutes, due in great measure to their libraries and their arrangements in general being of too exclusively educational a character. The craving of human nature for amusement cannot be safely ignored. . . . The actual discouragement of inferior fiction is a laudable undertaking, but it requires caution and discrimination."

Municipal popular libraries of Paris. G: F. Bowerman. *Lib. J.* 33: 9-13. Ja. '08; Same cond. *Pub. Lib.* 11: 395-6. D. '07.

The Paris library commission issues yearly a list of best French books for French libraries. A "monthly periodical published to aid in the choice of current French books is the *Bibliographie du bon livre français* (Paris, L'Action Sociale de la Femme, subscription 2 fr. 50 centimes.) Books favorably reviewed in it may be purchased with safety by American libraries."

National materialism and the public library. C: W. Ames. *Minn. Pub. Lib. Com. Notes*, 9: 4-13. D. '06.

The librarian, not the public, must make the selection of books. "Smaller libraries with limited means are obviously in better position to resist the demand for undesirable and less desirable books than are those which have the means to buy, if they choose, everything that is asked for." Do not buy expensive books which are merely commercial ventures. "Healthy fiction, pure and stimulating, should be conceded to the public demand, but sensational books, however popular, and especially those of doubtful or vicious tendency, of anarchistic or revolutionary character, should be provided sparingly, however eager and persistent the request from the public." In a public library the librarian in selecting political and economic works must avoid anything resembling political partisanship. He should "hesitate to buy and circulate books of any character which teach disrespect for law and order. He should avoid the mere propaganda of blind discontent and radical revolution." There is an ample supply of clean wholesome literature which the librarian can help to promulgate, "books which make for right living—for honesty in business and patriotism in politics; books which stand for sobriety and chastity; for the sanctity of the marriage vow; books which teach that the wages of sin is death; and which show forth the blessedness of self-sacrifice and the beauty of holiness."

New York state library approval and disapproval of books. *N. Y. Libraries*, 2: 144-5. Jl. '10.

"It is the policy of the New York state library to provide room for individuality in the libraries under its supervision, considering always differing conditions and avoiding both paternalism and dictatorship. Perhaps one half of the books allowed to stand on the lists submitted are accorded only what might be characterized as a negative approval. They may contain something to interest, legitimately amuse, or inform somebody, yet show such a lack of literary value that they can not be cordially recommended, tho they may properly be allowed if desired. The State library decides on broad lines and undertakes to forbid only what is absolutely undesirable, either because untrustworthy, illiterate, vulgar or immoral. It gives counsel whenever it is asked, but in general throws upon the local library the responsibility of deciding what fits the need of its public, knowing that what is 'one man's meat' may be 'another man's poison'."

Non fiction in our libraries. J. Broch. For Folke-og Barneboksamlinger. 4: 118-26. D. '10.

Chairman's address at third meeting of Norwegian librarians.

Notes on children's books. *Lib. Occurrent*, No. 12: 1-3. Jl. '08.

Notes on this article are given under the heading Children's reading.

Notes on section II of the Library association examination syllabus. *Lib. World*, 13: 380-4. Jc. '11.

Novels and children's stories of 1907-8, recommended for libraries receiving the state grant. *Conn. Pub. Lib. Doc.* 1, 1909: 1-6. '09.

On selecting economic literature. W: H. Price. *Wis. Lib. Bul.* 6: 57-69. Jc. '10.

Includes a "list of titles likely to prove helpful in commencing or building up" a collection of books on economics.

Partisan literature in public libraries. A. J. Hawkes. *Lib. World*, 12: 28-34. Jl. '09.

Books, aside from poetry and fiction belong to six classes:—the encyclopedic, philosophical, critical and interpretive, explanatory, discursive, and propagandist. The books in the first four classes should be reasonably up-to-date and of standard value. Gifts not meeting these requirements should not be accepted. Books obviously eccentric or absurd should not be added by gift or purchase. "By contrast it will be seen that there is a vast difference between such works and some others which are sometimes thought to be doubtfully suitable for acquisition. Mrs. Eddy's Science and Health belongs to this order. I cannot suppose that any public library committee would be found guilty of buying such a book; nevertheless, if offered as a presentation it should be accepted. It may be the parent of a more or less freak religion, but of itself it is a serious treatise on metaphysical theology; and as this subject is one on which no person has a right to curtail the freedom of his fellow, it being impossible to demonstrate him to be wrong, that portion of the public interested should not be deprived of another citizen's generosity." Works of a proselytising order should not be acquired. Public libraries should "be absolutely free from all contamination with actual political, or religious conflict, no matter how high and elevating the aims of either side may be. Nor can their inclusion be excused by

Book selection—Continued.

a judicious selection of both sides of the controversy—the defilement of partisanship remains. Do not let it be understood, however, that this implies the total exclusion of all literature on controversial subjects, such as the fiscal question or socialism—not by any means; there is still room for a large library on these topics." To disseminate "essentially party views must necessarily promote, prolong, or aggravate party squabbling—certainly no very dignified aspiration for a municipal library. . . . The function of a public library is to expand and develop the intelligence of those who resort to it, not to cramp and fetter it. Now this supply of alleged facts and doubtfully valid opinions in tabloid form, can have no other possible result than to emaciate the mind. The average person who reads a party tract, assuming that he is of the same colour, swallows it without any attempt at mastication, digestion, or real assimilation: his one idea is to get it inside his brain. The person with whom this kind of literature is most in favour (as an out-of-season commodity) is the clever young man of the parochial debating society. What he wants is to find the arguments for his side of the question set out seriatim, after the fashion—but slightly more elaborated—of Gibson's Handbook for debating societies, so that he can vamp them up with a minimum of expenditure in thought and reflection. And the ready-made opinions issue forth with parrot-like precision. I conceive that when debating societies effect such a crude result they do more harm than good, and it is not for public libraries to aid them by supplying the blankets that so suffocate the mind." Controversial works are ephemeral. "The tariff question also provides material for illustrating my point. In most books on the theory of international exchange the authors will, in the end, come to positive conclusions on one side or the other, and in so far must be considered ex-parte treatises: yet library committees would be quite justified in buying or accepting them. For instance, no one could cavil at the acquisition of Cunningham's *Rise and decline of the free trade movement*, nor at Lord Avebury's disquisition on free trade, indeed, one would expect to find them in any public library; but Williams' *Made in Germany* or *Labour and protection* might reasonably be objected to, savouring badly as they do of street-corner oratory." The sectarian periodical is a pest. "Every well-equipped library must contain works on such topics as vegetarianism, vaccination, or psychical research: but it does not follow that all the papers circulated by diet faddists, anti-drug fanatics, or mediumistic quacks, should be displayed on the reading-rack. Contention is usually bitter in the sectarian press, and quackery rampant; whereas it may be entirely absent from the corresponding book-literature. One has only to peruse the advertisements in a well-known spiritualistic periodical to satisfy himself on this point. No library committee should give their sanction to such literature, least of all afford facilities for its dissemination. . . . No books of a propagandist type should be circulated in public libraries and only newspapers standing for wide national movements should be admitted to the reading-room. Any other course is both unfair and improper: unfair on account of the invidious selections that must inevitably be made, and improper because any attempt to turn the municipal library into a channel of agitation is a grave abuse of its function; not to speak of the offence to the numbers of rate-payers whose money would thus be devoted to advancing causes with which they entirely disagreed."

Principles and practice of bookbuying for libraries. I. E. Lord. Lib. J. 32: 3-11. Ja. '07.

The effect of the net price has been to make librarians hesitate about buying books before they are a year old. The Publishers' Weekly, The Cumulative Book Index, The Book Re-

view Digest, and the A. L. A. Book List are recommended to librarians who are deciding what books to buy. In the John Crerar library, of Chicago, slips are made out for books not in the library and these are marked to indicate immediate purchase, buy at a reasonable price, wait for further information, buy at reduced price, etc.

Principles governing the choice of religious and theological books for public libraries. G: F. Bowerman. Lib. J. 30. 137-40. Mr. '05.

"The standpoint of the public library in judging of any books, even religious books, is not primarily religious but literary and educational. . . . The public library is not irreligious or even non-religious . . . but it is simply lacking in religious color. . . . The library . . . is rightly interested in religion and calls upon it for religious books are just as deserving of consideration as calls for poetry, for fiction, for philosophy, for fine arts, etc. . . . Its shelves must fairly represent, in addition to the broad field of religious literature devoid of sectarian bias, many different and often antagonistic beliefs, according to the demand of readers. . . . In the selection of reference works a broadly inclusive policy should be followed. All the leading works on religion and religions should be purchased, from those on the earliest pagan religions to those on the leading Christian and non-Christian religions of the present day. Encyclopædias, dictionaries, commentaries, concordances, and bibliographies, those of earlier publication so far as they are still of value, and those of recent date, the most conservative and the most liberal, should all find a place in the public library. Such works may well be included as M'Cintick and Strong's Cyclopædia of religious literature; the series of dictionaries by the late William Smith and his associates; Hastings' Dictionary of the Bible, based on recent conservative criticism; and the Encyclopædia Biblica, setting forth the most advanced criticism of the day; Lange's Commentaries, representing the old, and the new International critical commentary, representing the latest biblical criticism; Cruden's, Strong's and Young's concordances; the new edition of Bliss's Cyclopædia of missions, Julian's Dictionary of hymnology, Brewer's Dictionary of miracles, Schaff's Creed for Christendom, and Brewster's new work on the Saints and festivals of the Christian church, as well as the Jewish encyclopedia and Hughes' Dictionary of Islam. A liberal selection from the various sectarian encyclopædias and the religious year books, almanacs, and directories, published by various denominations should also be purchased, even those of denominations having few adherents, if there is any demand for them. . . . In addition to these, the more important Sunday-school lesson helps, which are almost always much used, should form a part of the reference collection. The Bible, in the King James and revised versions, the Douay Bible, and a polyglot edition should also find a place in the reference department. With regard to periodicals, the public library may properly be a subscriber to a leading journal of each denomination which possesses any considerable number of adherents in the community. . . . As a matter of policy, in order to assure every citizen of the absolute impartiality of the library, it is well to secure for the library a representative collection of the literature, especially on its historical side, of each denomination having a number of adherents in the community. . . . It is best if possible [in so-called religious fiction] to eliminate the religious question, altogether and to judge each novel as if it had no religious motive. . . . Religious historical fiction of a fairly high literary standard is always a valuable part of the library. . . . The religious books that may properly be found in the children's room of the public library are those of a very general religious character, such as Bible stories told in a simple way, lives of Christ arranged for children, and that great favorite of nearly all children—Pilgrim's Progress."

Book selection—Continued.

Principles of book selection. C. Bacon.
N. Y. Libraries. 1: 3-6. O. '07; Same.
Ver. Lib. Com. Bul. 3: 1-5. D. '07.

"Study your community with care and try to provide something for all who use or who may be induced to use the library. . . . Do not think . . . you must buy every book for which the taxpayers ask. . . . Do not refuse to buy a book because one or more people object to it. . . . Know books. . . . Take advice from specialists in various lines, but do not always follow it. . . . Get what your readers need and want, or can be made to want. . . . Do not buy an author's complete works if some of his books are worth your while to own and others are not. . . . Buy largely for the children. . . . Buy a few standard books in good editions. . . . Buy technical books if your community needs them and you can afford it. . . . If you have many foreigners in your town, buy some books for them in their own languages. . . . Buy, or, better, beg all books or pamphlets relating to your town or written by townspeople. . . . Sometimes buy a book wanted by a single reader. . . . Do not duplicate valuable books in other libraries in your town, if these are easily accessible to the public in general. . . . Do not buy many reference books if your library is not open hours enough for these books to be used in consultation at the library. . . . Do not look down upon fiction."

Principles of book selection. L. E. Stearns. Minn. Pub. Lib. Com. Notes. 3: 109-10. D. '11.

Principles of selection in purchasing books for school libraries. E: L. Parmenter. (In annual report state board of Lib. Com., Mich., 1907. p. 139-43.)

"To be entitled to admission to a school library, a book should pass three tests: First, is it interesting? No matter how good it may be, if it does not appeal to the child's interest, it will not be read and so will be worthless. Second, is it helpful? With so great need of aid in development of all sides of his complex nature, and with such a vast number of good books, to select one that is not in some way helpful is to offer a stone to the child who is asking for bread. Third, is it standard? In other words, is it recognized as worthy by those who are best qualified to form an opinion about it? While a large acquaintance with books for children is an important qualification of a teacher, it is plainly impossible for her to read the constantly increasing number and to become so well acquainted with them as to enable her to answer these three questions about any large proportion. But fortunately we now have specialists in children's books, trained librarians who devote their time exclusively to this one department of library work. It is the province of these to become intimately acquainted with the best books published for children, and to test and correct their own impressions by getting the judgment of other specialists and of teachers, parents, and the children themselves. And thus have been built up recommended lists of greater or less authority." The following are the main points to be considered in ordering books for the school library: "1st. Select from a recommended list of recognized authority. 2nd. Get the judgment of some competent person as to which are the best of the books on this list. 3d. Ascertain the proportion already in the library for the different grades of pupils and in the different departments of literature. 4th. Establish and maintain a balance between the groups in this twofold classification. 5th. Consider the element of cost in proportion as the money available is limited. 6th. Re-order books that have become worn out, and if desirable, buy duplicate copies. 7th. Select the masterpieces of an author, not complete sets of his works. 8th. Do not pay retail prices."

Public library from the business man's standpoint. H: R. Huntting. Pub. Lib. 13: 335-7. N. '08.

"The library is for the people and the people should be considered in buying the books. Books that are suitable for the manufacturing town might not be suitable for the rural community." Books for reading and study should include reference books, text books, and books on different trades, occupations and professions. Books for character building would include the classics, "essays, biography, history, and books on theology and philosophy. . . . A great deal can be said both for and against the reading of fiction. . . . Statistics show that in England a greater number of more serious books are circulated than in this country. In Germany a scientific or a philosophical work quite frequently has a large circulation among the working people."

Reading for pleasure and profit. 2d ed. rev. O. 31p. pa. Free Pub. Lib. Newark, N. J.

"A list of certain books which young people find entertaining; being chiefly books which older readers enjoyed when they were young."

Reading ripe books. Ia. Lib. Q. 5: 47-8. Jl. '05.

"When the American publisher's association adopted the net price rule, refusing to supply any booksellers who sold at less than the list price, the libraries found their cherished discounts curtailed and their book bills increased, as they claimed, from ten to thirty per cent. The libraries struck. A committee on book prices was appointed by the American library association to act as walking delegates, so to speak, and, upon their advice, the libraries bought as few new books as possible. They purchased second-hand books; they took advantage of their right of importing duty free and got books from England at 20 to 50 per cent less than the price of the same books in this country; they replenished their sets of standard novels instead of buying new ones; they bound their periodicals; they bought more technical books and less fiction. . . . Now that the libraries are attempting less than ever the impossible task of giving everybody the same new book, they are doing excellent work in getting the old books read. . . . The libraries are several months behind the stores in time, but they are ahead in quality. The books that are being read are better than the books that are being bought. The classic novels stand in unbroken ranks in every gentleman's library; in the public library they are read and worn out and rebound and rebought again and again."

Recent library aids. Pub. Lib. 10: 296-9. Je. '05.

Reference books for the small library. M. G. Wyer. Ia. Lib. Q. 5: 205-7. Ap. '08.

Notes on this subject are given under the heading Reference books.

Selecting books for children. E. Lyman. Ia. Lib. Q. 5: 208-9. Ap. '08.

Notes on this article are given under the heading Children's reading.

Selection and rejection of books. J. C. Dana. Lib. J. 33: 148-9. Ap.; Same. Pub. Lib. 13: 177-8. My. '08.

"Buying ten copies of the best book on a subject for a given library's constituency, saves money over buying 10 different books on the same subject; it saves in selecting, ordering, cataloging, classifying, replacing, finding on the shelf because always in, and in satisfying inquirers because the staff knows the one book, its scope, contents, value and what it can do for a given inquirer. This is the secret of the art of selecting; few titles, carefully chosen for the community's needs, and freely duplicated."

Book selection—Continued.

Selection of books for children. G. Thompson. Lib. J. 32: 427-31. O. '07.

Notes on this article are given under the heading Children's reading.

Selection of fiction. B. H. Johnson. Vermont Lib. Com. Bul. 6: 2-7. D. '10.

Notes on this article are given under the heading Fiction.

Selection of juvenile books for a small library. B. M. Kelly. Pub. Lib. 14: 367-72. D. '09.

Notes on this article are given under the heading Children's reading.

Selection of technical books and periodicals. H. Frost. A. L. A. Bul. 4: 663-6. S. '10.

A type of book to be avoided in the selecting of technical books is the one that is merely a "rehash of material contained in trade publications." An opposite type is the book well written and carefully compiled from the most reliable sources. This, while adding nothing to our present source of knowledge, is to be recommended and may be given a place in the library. A fact to be emphasized in the selection of technical books is that they go out of date so quickly. The lack of reliable reviews of technical books increases the difficulty of selection. "The ideal book review should be a disinterested appraisement or analysis of the book judged by the standard of its usefulness to a certain class of readers."

To all readers it is important to know if the book contain later material than a book of a year ago, or if it treat the subject more thoroughly than some other book; if it is more practical, or mathematical, or statistical, or theoretical; whether it is a book written for reference only, or as a text-book. Another important part of the review is the estimate as to the value of the index."

Shakespeare and municipal libraries. J. Ballinger. Library, n.s. 6: 181-91. Ap. '06.

A list of editions of Shakespeare, biographies about him, and commentaries on his works which every library should possess.

Standard of selection of children's books. C. Burnite. Lib. J. 36: 161-6. Ap. '11.

Notes on this article are given under the heading Children's reading.

Tentative selection from the books of 1909. N. Y. Educ. Dept. Bul. 469: 1-60. Ap. 15, '10.

Terse and pertinent suggestions regarding book selection for village libraries. A. E. Bostwick. N. Y. Libraries. 1: 238-9. Jl. '09.

Trustees and library appropriations. E. W. Gaillard. Lib. J. 30: 403-4. Jl. '05.

It would seem reasonable to suppose that greater attention paid to the literature of commerce and of arts and crafts would result in a wider appreciation and usefulness of the library. . . . Even trade and technical magazines have been overlooked to a great extent.

Undistinguished authors: their use in a children's room. H. P. Dodd. Lib. J. 33: 138-41. Ap. '08.

Notes on this article are given under the heading Children's reading.

What kind of books should be found in a public library? O. Olsen. For Folke-og Barneboksamlinger. 3: 49-50. Je. '00.

It is easier for a library board to keep mediocre, doubtful books out of the library than for a librarian to keep them away from the reader. To do the latter without rousing suspicion requires much tact and quickness.

Book stacks. See Shelving.

Book storage. See Storage of books.

Book thefts. See Thefts of books.

Book wagons.

Book wagon. (In Fifth annual report of Washington co. free lib., Hagerstown, Md., 1905-6. p. 7-8.) Q. 23p. pa. Washington co. free lib.

"A second year's test of the book wagon has demonstrated the fact that as yet no better way of reaching the remoter portions of the county could be devised. Sixteen routes thru various parts of the country have been laid out, and forty trips have been made by the wagon over these routes during the year, so that each section has been visited very nearly three times, or, in other words, the wagon has covered the ground about every four months. Once in three months would have been a more desirable average, but the expense has been a consideration, and also the fact that it has been impossible to oftener find a competent understudy to undertake the duties of Mr. Thomas at the central library. 2768 books have been circulated this year, more than double the number sent out in this way last year. Mr. Thomas reports an increase of interest in every section; often when he goes back over a route, he finds that new borrowers have left a message with old ones, asking him to call. Often where parents do not wish for books themselves, they are anxious that their children should have them, and the number of juvenile books needed to make up the proper proportion for the wagon shelves is constantly growing larger. There is also a class of people, namely, those who by reason of invalidism, or other fortune of life, are shut in their homes, who are growing greatly to depend upon the periodical visits of the wagon."

Field libraries. M. Dewey. Dial. 40: 75-7. F. 1, '06.

Remarkable results have been obtained from travelling libraries but more good would be done if a traveling librarian could go with them, a "trained expert who is at heart the reader's sympathetic friend." This traveling librarian should be able to take his samples with him, and so he must have a book wagon holding perhaps about a thousand volumes. "With this equipment the man or woman with a genius for the work has a rare opportunity for usefulness." The book wagon should have its regular route repeating visits at intervals of a week or two weeks.

Library wagon. M. L. Titcomb. il. Wis. Lib. Bul. 1: 70-1. S. '05.

"Given a library located at the county seat but intended for the use of the whole county, a population of 160,000 at the county seat and of 45,000 in the entire area of 500 square miles, how could we best deliver the goods? Obviously the first step was to establish as many deposit stations as we could at small stations in the county. But when at the end of the third year of our existence with sixty stations, we found that twenty-five were located in places which were accessible by neither railroad, trolley, nor stage line, and that there still remained many isolated districts where there was not even a general store in which to place a case of books, our next need was plain before us. A wagon we must have. Bids were received from the local carriage makers for a wagon designed to carry

Book wagons—Continued.

several of the cases, and with shelving on each side, the doors of which opened outward. The shelves have a capacity for about 300 volumes. The cost of the wagon complete was \$175. We consider it more economical at present to depend upon a livery for horses. Arrangements were made to give the janitor of the library, an old resident of the county, and one who therefore knew each farm-house, the necessary time for the wagon work, and the first trip was made last April. Since then we have made on an average of one trip a week. The plan is, to start out for the day's work with the wagon loaded with cases to be delivered and with a fresh interesting assortment of books covering the various classes and designed for all ages. In the course of the day the cases are delivered at their proper stations, possibly others picked up to be brought in for an exchange, and all of the out-of-the-way farm-houses on the route visited, where an invitation is given for the family to come out and inspect the ware offered, the wagon being driven thru the country lanes directly to the door. . . . The books are charged by the simple method of taking the slips used for the Browne charging system from the books, writing thereon the name of the borrower, date, and name of the route, usually indicated by the rural free delivery number. The books are left for two months with the understanding that neighbors shall exchange among each other, and at the end of the time the wagon goes back with another set."

On the trail of the book-wagon. M. L. Titcomb. A. L. A. Bul. 3: 354-5. S. '09.

Recent phases of library development. L. E. Stearns. Chautauquan. 56: 116-22. S. '09.

An account of the work of the book wagon of the Washington county free library at Hagerstown, Maryland.

Travelling book-wagon in Wisconsin. L. E. Stearns. Lib. J. 30: 346-7. Jc. '05.

Travels of the book wagon. L. E. Stearns. Wis. Lib. Bul. 1: 14. Ja. '05.

Book-worms. See **Bookworms.**

Bookbinding. See **Binding and repairing.**

Bookbuying. See **Book buying.**

Bookcases. See **Shelving.**

Booklover's library.

Visit to the Booklover's. G. Ashley. Pub. Lib. 10: 8-10. Ja. '05.

Bookplates. See **Book-plates.**

Books. See **Discarding books; Literature; Reading; also headings beginning Book.**

Books, Care of. See **Care and preservation of books.**

Books, Censorship of. See **Censorship.**

Books, Making of.

See also **Binding and repairing; Imprints; Paper; Printing; Publishers and publishing.**

Art and craftsmanship in the printing of books. R. Bergengren. il. Outlook. 90: 203-9. S. 26, '08.

A discussion of the Riverside press editions done under the supervision of Bruce Rogers.

Book description. J. D. Brown. Lib. World. 8: 145-7. D. '05.

A short sketch of pagination is given, followed by a discussion of signatures and sizes.

In the collation of books account should be taken of "author, title, place of publication, date of publication, printers or publishers, number of volumes, sizes, pagination, contents as regards illustrations and other extras, and even such external matters as binding."

Defects of modern books as regards paper and printing, with suggestions for improvements. Lib. Assn. Rec. 12: 34-8. Ja. '10.

How books are made. E. T. Stiger. Ind. 63: 1220-4. N. 21, '07.

The story of the making of a book from the time the publisher receives the manuscript until the book is ready for the market.

Paper of lending library books, with some remarks on their bindings. C. Chivers. Q. 34p. *90c. (*2s. 6d.) '10. C. Chivers, Bath. (For sale by Baker & Taylor Co., N. Y.)

This work is a summary of a lecture delivered by Mr. Cedric Chivers before the American library association at Bretton Woods, July, 1909. The gist of the lectures has already appeared in the Library Journal for August, 1909, but the present volume includes a number of diagrams, photomicrographs of different qualities of paper, and tables of statistics which elucidate the text.

Physical side of books. J: C. Dana. Lib. J. 32: 351-7. Ag. '07.

Librarians should become familiar with binding, paper, type, illustrations and everything that enters into the makeup of a book. Mr. Dana describes sixteen things that enter into this makeup and tells how to make collections of these things.

Books, Rare. See **Book rarities.**

Books, Shelving of. See **Shelf arrangement.**

Books, Use of.

See also **Libraries and schools; Reference work.**

Book-using skill in higher education. J: C. Dana. A. L. A. Bul. 3: 191-5. S. '09.

"As we find it, only those teachers who have a natural fondness for books; an acquaintance with literature for children; a desire to introduce their children to that literature and to encourage the reading habit; and such skill in teaching as enables them to make use of other books than text books in their daily work, are willing to attempt to use the books which a public library may furnish as tools in their daily work. The result of this condition of things is that books which libraries lend to teachers for use in their class-rooms are efficiently used by only a part of the few teachers who ask for them. Concerning this fact two things may be said: first, that teachers ought to know the literature suited to children and how to use it; and, second, that even if they have not this knowledge and skill, they should be compelled to accept and use a collection of general books in their class-room work. . . . In exploring the field of work with schools we find that those libraries seem to have produced the best results in the long run which have held to the attitude of invitation and readiness to help; have offered books to teachers; have suggested ways of using them; have refrained from securing from boards of education, superintendents and principals any authority to impose books on unwilling or even on unprepared teachers. Libraries which thus manage school work find that a teacher who has a moderate knowledge of books and some native tact can easily both increase and guide the reading of her pupils. This fact makes all the more keen the librarian's disappoint-

Books, Use of—Continued.

ment at finding that few teachers have the knowledge, interest and skill necessary for promoting the reading of their pupils. . . . Pupils come to high schools poor readers and ignorant of books. In high schools they read little and are pressed into no strenuous exercise in book-using. Those who are to become teachers go on into normal schools and there get little reading practice, gain slight acquaintance with literature for children, and acquire very slight, if any, skill in the general or professional use of books and libraries. They go into school rooms as teachers and there, oppressed by the curriculum, absorbed in method, having poor vocabularies, being slow readers, knowing little of the art of mastering books, they do not care for other book tools than their text and desk books, are embarrassed by the presence of class-room libraries rather than helped by them; and can not readily and do not, generally, help their pupils to form the reading habit or to acquire skill in book-use. . . . In the public schools, we can invite often, exhort a little, and teach a little less; and these things it is plain we should do even if we neglect our bed-time stories and our picture bulletins. In high schools we can do little more than promote the appointment of competent librarians and the acquirement of ample libraries. In normal schools our task is the same. For both we can point the way and little more. In the colleges we are almost reduced to exhortation alone. The individual college librarian seems as yet to have little influence in his own college. Together the college librarians, with such support as they may care to accept from the rest of us, can surely bring information, suggestion and argument to bear upon the authorities for the proper recognition of the college library."

How to use a library: practical advice to students and general readers, with explanations of library catalogues, a systematic description of guides to books, and a guide to special libraries. J. D. Stewart. 83p. 2s. '10. Elliot Stock, 62 Paternoster row, E. C., London.

"The aim of the modern municipal librarian is to create a workshop library; one in which are to be found the books of practical utility in all branches of knowledge, and incidentally a selection of the best recreative literature. Modern works on technical subjects of all sorts are receiving ever-increasing attention from the public libraries—in short, it is becoming recognized that there is a practical as well as a dilettante side of literature. Much arrogant nonsense is talked about the amount of fiction circulated by public libraries. Taking the whole work of the library, a much fairer method than simply taking the work of one department, the percentage of fiction circulated by the municipal library is 23.49 per cent. The reading of good fiction never did any one any harm yet, and certainly has done many people much good. As for the third-rate fiction which floods the market and the erotic rubbish which occasionally creates an unpleasant flavour in the public mouth, these classes of books are not stocked by the municipal libraries at all, and therefore cannot be circulated by them."

Library instruction in normal schools. Pub. Lib. 14: 147. Ap. '09.

Measure of ability. Pub. Lib. 14: 128-9. Ap. '09.

An argument for instruction in the use of books in high schools, normal schools and colleges. Students come to college with no knowledge of how to use a library or even how to use the individual books. Libraries should coöperate with schools to remedy this defect in secondary education. Normal schools are beginning to recognize the importance of such training and are instituting courses of instruction

tion to the end that teachers may be able to use the libraries themselves and coöperate with librarians in instructing children in the use of books and the machinery of libraries.

On the college professor. L. M. Salmon. Lib. J. 36: 51-4. F. '11.

Notes on this article are given under the heading College libraries.

Training of students in the use of books.

H. R. Mead. Lib. J. 30: C82-4. S. '05. Outline given for a course of lectures.

Training of teachers in the use of books and the library and in a knowledge of children's books. J. V. Sturges. Nat. Educ. Assn. 1910: 1003-13.

A questionnaire was recently sent out to principals of training classes in the state of New York. Out of 25 replies received, 18 report that no lessons are given to students in the use of books; 3 that lessons on the use of catalog, etc. are given incidentally; 16 that no lessons are given on the use of the library; 3 give lessons incidentally in connection with work in English. If this condition is general, as it seems to be, professional training schools should provide courses in the use of books and the library. In the writer's opinion two courses should be offered, a general course required of all, and an advanced elective course open to a limited number who wish to follow the work further. The general course could be given in two parts, first, a series of lessons to beginning classes on the use of catalog, indexes, etc.; second, a series of lessons on children's books for those about to graduate. "The aims of this course will be, not to train librarians, but first, to make the entering class at home in the library and to teach them to use books as tools, and find what they need without waste of time. Second, to prepare the seniors for selecting books for the grades, directing the outside reading of the children, and teaching children to use books and the library intelligently." The aim of the elective course should be to prepare teachers to organize and administer a small school library.

Booksellers and bookselling.

See also Booksellers' catalogs; Prices; Publishers and publishing.

Books and bookstores in Europe and America. H. Münsterberg. (In American problems, p. 177-91)

Books and booksellers of Russia. I. Narodney. il. Ind. 67: 1377-80. D. 16, '09.

Perpetual "best-sellers." E. T. Tomlinson. World's Work. 20: 13041-5. Je. '10.

Rise and distribution of literature. F: W. Jenkins. Lib. J. 36: 99-111. Mr. '11.

An account of the making and selling of books in ancient Egypt, Chaldea, Babylonia, Greece and Rome.

Some notices of men connected with the English book trade from the plea rolls of Henry VII. H: R. Plomer. Library, 3d ser. 1: 289-301. Jl. '10.

Booksellers' catalogs.

Booksellers' catalogues. A. G. Burt. Lib. Assn. Rec. 9: 49-55. F. '07.

The originator of catalogs was George Weller, a bookseller of Augsburg who issued a catalog in 1554 or 1564. The first English catalog of any bibliographical pretensions was issued by William London in 1658. The quantity of catalogs issued to-day is constantly increasing, but their arrangement is exceedingly poor.

Bookworms.

Insects destructive to books. W: R. Reinick. *il. Sci. Am. S.* 70: 408-10. D. 24, '10.

The ancients knew that books were destroyed by insects for Aristotle, Horace, Ovid, Martial, and Lucian speak of bookworms. It has been stated "that more books and papers are destroyed by small forms of life in one year than by fire and water combined," and facts seem to prove the statement true especially where libraries are located in the warm regions. The writer contends that insects have instinctive powers and are searching for the substances which contain the vegetable or mineral matter suited especially to them. Hence he divides the book-worms into paste eaters, paper eaters and binding eaters. Poisons as a remedy are practically worthless because what will destroy one insect will attract another. Cleanliness is of more value than all poisons combined.

Insect enemies of books. J. Boyer. *il. Sci. Am.* 98: 413-4. *Je.* 6, '08.

"For many centuries librarians had observed depredations due to insects without knowing their precise cause. In 1721 Frisch of Berlin found in a crust of dry bread the larva of an insect which bored holes in books, manuscripts and paintings. . . . In 1742 Prediger suggested methods of protecting books from the ravages of insects, and in 1754 the Gentleman's Magazine of London recommended dusting the shelves and the fly-leaves of books with pepper, pulverized alum, and other insecticides." The bread-borer is one of the most formidable of the insect pests. It is found in all climates. "The beetle is one-twelfth inch long, downy, light brown, and striped lengthwise. The eggs are laid between the edges of the leaves, in scratches in leather bindings, chinks due to imperfect pasting of backs and fly leaves etc. . . . The worm bores long narrow tunnels through paper, leather and wood, leaving a trail of saw-dust mixed with white excrement." The only effective method of getting rid of borers "consists in exposing the infested volumes to the vapor of carbon disulphide, by putting them in an airtight metal-lined box with a saucer of that liquid. Thirty-six hours of this treatment suffices to kill beetles, pupæ, larvae, and eggs. The unpleasant odor of the disulphide disappears after brief exposure to the air and the only objection to the use of this substance is its inflammability and the explosive character of its vapor when mixed with air. Hence the fumigation should be done in the daytime in a well ventilated room and the box should not be opened near a flame. On the other hand, the process possesses the merit of cheapness, as the disulphide costs only 9 cents a pound and an ounce suffices to fumigate a box of 70 cubic feet capacity." The larva of the dermestids especially like leather and parchment and make regular tunnels "going in all directions and gnawing and disintegrating the bindings in an extraordinary manner. Sprinkling with benzine and fumigation with carbon disulphide have been recommended for their destruction." The silver fish, a wingless insect "may often be seen scurrying away from a book suddenly opened in summer. . . . Its favorite food is paste or glue, to obtain which it destroys titles, labels and heavily sized paper, respecting only the parts that are covered with ink. It may be caught by cutting notches in the edge of a small box, and inverting the box on a plate containing paste spread on paper. This trap should be placed in the darkest corner of the room. . . . Pyrethrum powder also destroys or stupefies them, but perhaps the best way to get rid of them is to move and air the books frequently, and kill every insect discovered. Psocues or book-lice are often dislodged from old books kept in damp places and may be seen on library shelves in summer. They are almost omnivorous but especially fond of paste and mold, in search of which

they perforate bindings. . . . Pulverized camphor has some effect in driving away the book-lice. . . . The familiar cockroach attacks and devours in its nocturnal raids the paper and bindings of books as well as flour, sugar and other provisions." Pyrethrum powder strewn on the shelves paralyzes the cockroaches. Traps are also used to catch them.

Live bookworm—a nature study. A. C. Tyler. *Lib. J.* 33: 311-2. *Ag.* '08.

Borrowers.

See also Borrowers' cards; Loan department; Registration of borrowers.

Initiation of the borrower in an open access library. S. Kirby. *Lib. World.* 12: 339-40. *Mr.* '10.

Borrowers' cards.

See also Charging systems; Registration of borrowers.

Card system for registration of borrowers. F. W. T. Lange. *Lib. World.* 10: 272-3. *Ja.* '08.

Registration of borrowers: some improvements. E. W. Neesham. *Lib. World.* 12: 341-3. *Mr.* '10.

Simple forms for the loan system. C. E. S. *il. Lib. Occurrent.* 2: 5-8. *O.* '08.

An illustrated description is given of the application blanks, forms and readers' cards that are helpful for a small public library.

Supplementary tickets and facilities to students. E. S. Martin. *Lib. World.* 10: 313-4. *F.* '08.

Almost all libraries now issue extra borrowers' tickets. On these, as a general rule, any book except fiction may be taken. If libraries are to approximate their maximum usefulness "Rules regulating supplementary tickets should allow librarians to use their discretionary powers in dealing with bona-fide students. Direct means should be adopted whereby new borrowers will be immediately confronted with the various facilities offered them. Charging systems should be perfectly adjustable so as to allow the whole or any part of a work consisting of several volumes to be correctly accredited to single readers."

Value of a series number in registration. K. W. Brower. *Lib. J.* 36: 578. *N.* '11.

Work of the registration desk. S. C. Van de Carr. (Modern American library economy as illustrated by the Newark, N. J., Free public library, ed. by J. C. Dana, pt. 1, sec. 1.) *il. O.* 32p. pa. 25c. '08. Elm Tree Press, Woodstock, Vt.

Boys' clubs. *See* Clubs for children.

Braille. *See* Blind.

Branch libraries.

See also Delivery stations; Deposit stations.

Branch libraries. F. Dallimore. *Lib. Asst.* 5: 111-6. *Je.* '06.

"The central library should not be starved for the sake of branches, and in no place should branches be opened unless the income is sufficient to maintain them, for one good library is better than two poor ones. Branch libraries must be established to relieve the pressure at the central library." Density of population and accessibility should decide their location. "The minimum accommodation should

Branch libraries—Continued.

be a lending library, a collection of reference books, a reading room, and a juvenile room." There should be an interchange of books from all the libraries. A stationary staff is better than an interchanged one.

Branch libraries. D. B. Martin. Wis. Lib. Bul. 7: 175-7. N. '11.

The problem which this librarian faced was that of a small city in which the library, centrally located, is about two miles from the city limits in either direction. She realized that there was a large population in the suburbs which was getting no benefit from the library, and began to consider the possibility of establishing branches. The board did not approve; they believed that taking books from the central library would be a mistake. But the librarian persisted and as a result two boxes of 75 books each were sent to the two ends of the city and placed in charge of two druggists who had consented to act as librarians. The plan worked for two years but at the end of that time the two volunteer librarians were obliged to give up; the library work had grown so that it interfered with their regular business. But by this time public interest had been aroused, and while it was necessary to give up one of the branches temporarily, the library was able with the generous help of the people of the neighborhood to establish the other as a permanent branch with an assistant in charge. Buying books for a branch is one of the serious problems. The librarian must depend largely on the assistant in charge of the branch as she knows the needs of the people. The best work of the branch library is done thru the children. "In interesting the children we reach those who have in charge the support of the library. The aldermen in distant wards would naturally care but little for the library's welfare. They know nothing of it or its workings, but when they recognize it as a vital influence taking the children off the streets, aiding in the work of the schools, they become interested inevitably, will appreciate the library's needs, and see that it is looked after generously. Not only does the branch library bring books within close range, it also introduces an educational influence that leavens gradually and imperceptibly all through the rude mass. The officers of the Associated charities tell me that one of our libraries is just across the railroad tracks from what is really the slums of Green Bay. What chance have we in the large library two miles away to reach these people, indifferent as they are to help of this kind? No matter how attractive we may make it, they do not care, it is too far away from them and their interests, too high toned, one woman told me. It is another matter when a little library is just at their door and as attractive in its way as the larger building; with beautiful pictures, casts of mysterious but interesting individuals, and plenty of good up-to-date magazines that are circulated freely." A boys' club, and story hours are conducted at the branch library and, also the collection of books is small, it has proved of decided value to teachers and pupils of the nearby schools.

Branch libraries. H. G. Sureties. Lib. Asst. 5: 285-8. Je. '07.

Delivery stations do excellent work in scattered and isolated urban districts but they never take the place of branch libraries. Though they are cheaper they are inferior. One central library does not accommodate the students who live at some distance from the middle of town.

Branch libraries and other distributing agencies; preprint of Manual of library economy, ch. xv. L. A. Eastman. bibliog. 8p. pa. 10c. '11. A. L. A.

Branch libraries, their development. N. D. C. Hodges. A. L. A. Bul. 3: 360-2. S. '09.

"In our Cincinnati branches there are fairly competent working collections of reference books, larger, perhaps, than in most independent libraries of the same size. The librarians have had experience. In the study room of the branch library, in miscellaneous reference work, they have all the problems of the small library; work with grade and high school pupils, with university students, and with those attending the University extension courses given in the branches, with club women, debaters, and members of missionary societies. In so far as this reference work is done with the resources of the branch, it is like that of any independent library and needs no explanation, but the branch must also make use of the books at the main library and at other branches. Requests are sent down every evening, some of them for a definite book, but many more for books on some unusual subject. The latter are put on our special topic blanks and go directly to the catalog and reference department, a department which is all one, as most of our catalogers do reference work during some part of each day. These special topic blanks receive attention from the member of the staff who is best posted on the subject upon which books are called for, and the readers receive as much help in this indirect way as if they were to make a visit to the main library, with this exception, that they must, of necessity, miss that contact with many books which would be put at their disposal were they actually studying their subjects at the main library. But the results are so satisfactory, that comparatively few branch readers feel the need of going themselves to the main library for assistance."

Branch library and its relation to the district. C. E. Howard. A. L. A. Bul. 5: 109-12. Jl. '11.

Few records are kept in the branch libraries of Pittsburgh. "The branches depend upon the central for figures of additions and number of volumes in their collections, and the central expects from the branches only those figures for which the branch is responsible. The monthly and annual statistical reports of each branch are now compiled in the central office where they have an adding machine. As much routine as possible has been done away with and as our books come to us already accessioned, shelved and cataloged it remains for us only to check our orders, file our cards and get our books into circulation." This does away with unnecessary duplication and at the same time gives the branch librarian freedom for more important work. Branch districts differ from one another and each presents its own problems. "It is the policy of the library to give the branch librarian full power to develop the district as she may see fit, so long as she keeps within her appropriation and the general policy of the library system. She has no limits except the physical ones, the size of her building and staff. She is made to feel that the library board and the librarian particularly are in sympathy with what she is trying to do, and that she has their hearty cooperation. She becomes a part of the community in which she works, and is vitally interested in all its activities. In this respect a branch library closely resembles a library in a small community." One branch is located in a neighborhood where thirteen nationalities are represented. Work with foreigners, then, is the special field open to this branch. An effort is made to keep up collections in the different languages. Books which give information regarding laws, taxation, and naturalization are in demand, as are primers, simple readers and other helps in learning English. Efforts are made to cooperate with the schools. Teachers are asked to send notices of special assignments in advance. The librarian visits the rooms and talks to the children. Further opportunities for cooperation are

Branch libraries—Continued.

offered by the night school. The branch library and the settlement house work together. Not only does the library furnish books and reading matter for clubs but may aid in the actual work of the settlement, reporting children who need medical attention, etc. In some cases the librarian has been asked to take a special interest in charges of the juvenile court. The same branch tries to reach the colored people in its district, who are shut out from so many activities. A study club for colored women is under the direction of the library. Other branches in the city meet different conditions and carry on different lines of work.

Branch reference work in the Boston public library system. H. G. Wadlin. A. L. A. Bul. 3: 364-6. S. '09.

Notes on this article are given under the heading Reference work.

Brooklyn plan of neighborhood study. Pub. Lib. 15: 21. Ja. '10.

A neighborhood exhibit was held by the branch libraries. This exhibit aimed to represent the sociological conditions in each district and the administrative problems arising therefrom.

Business men's branch. Wis. Lib. Bul. 7: 190. N. '11.

Notes on this article are given under the heading Special libraries.

Cataloging for a system of branch libraries. T. Hitchler. A. L. A. Bul. 3: 397-400. S. '09.

Notes on this article are given under the heading Cataloging.

Deposit station, branch reading room, branch library, as they exist at present in California. Il. News Notes of Cal. Lib. 3: 109-22. Ap. '08.

Some years ago in order to ascertain just what portions of San Francisco were reached by library service a map of the city was marked by dots according to the addresses of all the card holders, of whom there were 30,000. Red dots were used to indicate users of the main library, while green dots indicated the branches. The map when finished was colored nearly a solid red in the immediate vicinity of the main library "thinning out as the distance from the library increased, and similar effects in green pointed to the whereabouts of the respective branches. It was noticeable, also, that practically all of the readers of the respective branches could be included. In circles described with the branches as centres and with radii varying from one half to three-fourths of a mile. The main library with its larger collection of books and also from the fact of its being on the line of travel between the business quarter and the greater residence section, had readers scattered over nearly the entire area of the city, but the majority of its readers also came within the mile limit. Three-fourths of a mile, however, seems to be about as far as the average person will go for a book." This fact helped to settle the location of the branch libraries in the future and to change the location of some already established in sparsely populated districts. At first while there were reading rooms established in the branches the books were supplied from the main library, making the branches practically delivery stations. But circulation languished and so as rapidly as possible they were better provided for and the open shelf system put into practice. New branches were established only in thickly populated districts, the plan being to have an interval of at least a mile and a half between libraries. Outlying districts were provided with delivery stations, where about 300 books were kept. These collections were frequently shifted from station to station.

Design and construction of branch library buildings. R. F. Almirall. Lib. J. 31: C46-9. Ag. '06.

Notes on this article are given under the heading Buildings.

Function of a central library and the problem of branches. A. J. Hawkes. Lib. Asst. 6: 371-5, 394-401. Jl.-Ag. '09.

"The last and highest office of the public library is the promotion of culture. The ambition animating public library founders, and all those engaged in their maintenance, should be to so raise the public taste that the philosophy of Plato may find more admirers than the local football hero, and Shakespeare and Turner be better appreciated than the comic of the music-hall. The greatest achievement of the public library is to change the phillistine plumber into the discerning connoisseur." In modern cities of large area, the public library "can only fulfil its purpose as a tool-house with reasonable efficiency and success by the establishment and judicious distribution of branches." The expense of maintaining four libraries as compared with one large central building would probably be double for maintenance. Branches should be treated as complements of each other, "completing and extending the usefulness of the whole. Of paramount importance in such a system is the central institution; the efficiency of the central as a complete and exhaustive library should remain unimpaired; the whole loss of expansion due to constrained finances should be borne by the branches themselves." Insistence on the part of the people of a district is not sufficient justification for the establishment or undue development of a branch library. "A district in which it is proposed to establish a branch should be occupied as nearly as possible by one class of people—a social stratum or industrial denomination—and the library, of course, should be erected near about the center of the area." If the size of such a district does not justify the erection of a special building, a deposit station should be inaugurated, but fiction should not circulate from such a station. The district in which a branch library is to be built should be studied with reference to its future growth as well as present conditions. "A population of some 20,000 persons should be regarded as the lowest warranting the establishment of a branch; and this population should be gathered within an area whose radius is rather less than half the distance which separates the proposed branch library from the central. That is to say, given your branch as situated a mile and three quarters from the central, there should be 20,000 people resident within a three-quarter mile radius, or 10,000 per square mile, not exceptionally dense for the class of town we are considering. My last point under this head is relative to the cost of a branch, and the proportion it should enjoy of the total rate. This should in no circumstances exceed three-fifths of the sum collected from the area concerned, leaving two-fifths as the district's share in the up-keep and development of the central." "The branch library should fulfil for its immediate locality practically the whole of the library's function as an instrument of action—its purpose as an intellectual tool house. Those living in the district who resort to the institution chiefly or solely for the purpose of taking out books of practical instruction in the various arts, industries, and vocations should be encouraged to make use of the branch establishments by the provision there of a very adequate supply of books of this class." A practical man desiring practical information should not be compelled to go to the central library for it. Such information is not so much a matter of prolonged study as of ready reference. By encouraging such readers "to frequent a branch not only is congestion relieved at the central, but there is relegated to the branches a class of work which can be quite as efficiently carried out by them as by the main institution. Since the kind of book I have in mind—

Branch libraries—Continued.

short practical treatises upon every sort of topic—form the greatest bulk of the literature in a library, at least in the useful arts, fine arts, and science sections, an opportunity for their limitation is an important matter. The central library need stock only enough of them to meet the requirements of its immediate neighborhood; it is not called upon to overload its shelves with sufficient to supply the whole town. . . . This system of differentiation enables the central library to be developed in a proper way. Its space and wealth are reserved for sterner stuff, making it the chief organ in the fulfilment of the public library's second purpose—to be an institution of research and learning. In a word, the central library should be a real library; should contain those epoch-making works which have definitely added to the fabric of knowledge. It seems to me a great mistake to put the works of this class to any extent into branch institutions, unless the branch provides for a really large population; and this branches should not do. Large branches are wrong in principle; set up instead several smaller ones. Books of this solid order are not sufficiently read to warrant their inclusion, and their purchase, which means actual or approximate duplication of works already in the central, is a sheer waste of funds much better employed in developing the central. . . . The central library should be looked upon as a sort of big reference library, a 'feeder' library if you like, to the branches, from which the higher and less used class of books may be borrowed when needed. To emphasize this parental office the system may be resorted to of inserting slips in the branch books bearing a list of the works on the same subject in the central. These should have a note at the foot making it clear that the books listed can be obtained thru the branch, if desired. Or the borrower may be permitted to go to the central himself with his branch ticket. . . . If the recognized student is encouraged to take out his ticket at the central the number of books that will have to be brought to the branches for occasional readers will be few and the trouble accruing slight. This manner of uniting the central and branches upon a systematic and well-defined basis, making each render a somewhat different service, tends to greater efficiency and greater economy. . . . In coming to the question as to whether the books at branches should or should not be duplicates of those already in the central we approach a rather more controvertible topic. . . . My answer is, not that they should be, it is true, but that they might just as well be in view of the very small advantage to be obtained by diversity. Particularly do I think this to be the case in the matter of selection for the various branches. The opinion expressed by one librarian that 'A library of four branches each of which has five books on, say, geology, dissimilar from those in the other three institutions, is four times as rich as if the same selection of five books were repeated in each' is absolutely an illusion. If instead of four times, we put the added value at one hundredth part, we shall approximate to the truth. The difference in matter of fact between any five elementary works upon geology is insignificant, practically nil; although in matter of presentment and educational value one may be much superior to the others. This is the chief argument in favor of duplicating the one book; the one which sets forth the same facts as its rivals in much the best order. . . . On the other hand the disadvantages of diversity are pointed enough. Following my suggestion to have no more of this class of work in the central than is necessary to satisfy its own clientele, it would be unnecessarily depleting its stock, without corresponding gain to the reader, to despatch such a book to a branch because the borrower imagined it to be an improvement upon the one available at his branch. And of course this would be true under the no-two-of-the-same-principle. . . . In addition there is the trouble of transportation; the overloading of the union-catalog, already an unwieldy

and awe-inspiring machine to the uninitiated; the extra expense of printing; and the loss of simplicity and time in the details of purchase, accession, and cataloging, all practically for nothing. Where, of course, a branch should be supplied independently of the central is in the peculiar needs of the district. If children flourish in a particular neighborhood, books suited to juvenile educational requirements should be adequately supplied. Or if it be a district where the workers of a particular industry congregate, then the branch should be thoroly furnished in this respect, even beyond the limits of the branch 'class' previously indicated. The branch might indeed usurp the functions of the central, and be entirely responsible for the literature on the subject in question. Such a step must not be taken, however, unless that section of the community engaged in the particular activity is almost or practically confined to the one district. . . . Duplication is not a way out, for duplication means increased expenditure without increased efficiency, and with limited funds must lead to inefficiency."

Limitations of reference work in branch libraries. C. E. Wallace. A. L. A. Bul. 3: 362-4. S. '09.

Notes on this article are given under the heading Reference work.

Limitations of the branch librarian's initiative. C. H. Brown. A. L. A. Bul. 5: 105-9. Jl. '11; Same. Lib. J. 36: 333-6. Jl. '11.

The librarian of a city branch often supervises a circulation equal to that of an independent library in a good sized city. The scope of her work is, however, much more limited than that of the independent librarian. Economy demands cooperative administration, but the routine work can be taken from the branch librarian without depriving her of opportunities for initiative. Certain essentials of the work may still be left largely to her discretion. "These essentials are: first, recommendations as to the selection of books and supplies; second, the addition in cataloging of certain subject headings such as may be, in her opinion, needed in her special branch. In the selection of books the branch librarian may not have the book knowledge possessed by the head of the independent library. The former receives a smaller salary and enjoys a much narrower experience. But, knowing her own community with its various factories and industries, she should exercise the initiative as to what books should go into her special branch. Her recommendations may well be examined at the central office as the recommendations of the independent librarian are examined by his book committee." Apprentices from the central library should be given experience in the various branches and the branch librarian should be allowed to report on the work of the apprentice and offer recommendations as to her appointment. Every branch should have its own reference department thru which most of the questions asked may be answered. Rules and regulations must originate in the central library in order that there may be uniformity, but the branch librarian should be encouraged to propose any amendments which would benefit her own library.

Main reference department and the branches in the Cleveland public library. H. S. Hirshberg. A. L. A. Bul. 3: 368-70. S. '09.

"The branch collections average from 15 to 20 thousand volumes, within which it has been the aim to build up in the branches small live reference collections consisting of books in frequent demand. The selection has been made by the branch librarians with the approval of the librarian and vice-librarian. The size and scope of these collections vary considerably according to the individuality of the branch li-

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brarian and the character of the branch neighborhood. Standard books of reference are, to be sure, much the same in all large libraries, yet the range of choice for a small collection from the thousands of reference books is wide. In foreign neighborhoods the reference as well as the circulating books are adapted to the nationality of the principal elements of the population. Bound periodicals are a prominent feature, two branches having almost complete Abridged Poole sets. The generous size of our branch buildings has not as yet made the storage of bound magazines a problem. The library subscribes for the periodicals, and once we have them, the cost of binding seems to us more than paid for by the convenience of having them immediately available. . . . Since we have no printed catalog, a very obvious service of the main reference department is the preparation of reference lists on various topics showing the resources of the main collection. Requests for reading lists received at the branches are sent to the reference department which sends one copy of the list direct to the reader, with a statement that any circulating book on the list may be borrowed thru the branch. A second copy of the list is sent to the branch."

Mania for bricks and mortar. W. C. B. Sayers. Lib. Assn. Rec. 10: 224-6. My. '08.

"One library adequate to all demands is more valuable to the community than any number of less adequate branches; at any rate the claims of separate districts should be resisted until the central library is properly equipped.

Municipal library and its public. J. Balinger. Library, n. s. 9: 317-21. Jl. '08.

In placing branch libraries a good plan is to divide the city up into natural districts formed by rivers, railroads and other large obstacles, rather than to attempt the location by wards.

Order department of a branch library system. E. V. Baldwin. Pub. Lib. 11: 509-11. N. '06.

Notes on this article are given under the heading Order department.

Reading list on the extension of the public library, with notes. News Notes of Cal. Lib. 3: 126-8. Ap. '08.

Reference work in a branch library. E. Witham. Lib. J. 35: 206-7. My. '10.

Reference work in the New York public library branches. H. M. Lydenberg. A. L. A. Bul. 3: 366-8. S. '09.

Situation of branch libraries. T. Coulson. Lib. World. 12: 201-4. D. '09.

"No arbitrarily defined distance from the central library can determine the location of the branches." In the suburban districts, where people are at some distance from the amusement center of the city, the residents would depend largely upon a branch library for a substitute for these attractions. The more thickly populated districts might not furnish as many readers accordingly as the suburban regions.

Story of the made in Newark material. J. C. Dana. Special Lib. 2: 93-6. N. '11.

Notes on this article are given under the heading Trade catalogs.

British museum.

British museum cataloging rules. G. A. Stephen. Lib. World. 10: 401-10. My. '08.

Notes on this article are given under the heading Cataloging.

British museum library and its catalogue. Edin. R. 203: 117-36. Ja. '06.

The article gives a history of the more prominent bequests and additions to the library since its establishment in 1753. In 1787 its first catalog in two volumes was printed. In 1813-1819 another catalog in seven volumes was issued. In 1831 Panizzi came to the British museum and he was instrumental in beginning the present catalog. In 1839 he, with the principal officials, drew up the famous ninety-one rules. In 1900 they were codified into thirty-nine and simplified. In 1881 the present printed catalog was begun. It was finished in 1900. A description of the catalog with its defects is given. For instance all of the works of a peer are put under his family name, and if a lady wrote anything before she was married, all her subsequent works are cataloged under her maiden name. Voltaire is entered under Arouet. Volumes published anonymously are entered by title even tho the author is now well known. Full names of authors are not always given. There are eighty folio pages devoted to works by Smith, J. All periodicals are to be looked for under Periodicals and learned societies under Academies. The usefulness of the catalog to the library increases. In 1904 there were 226,000 visitors to the reading-room, against 188,500 in 1899. The daily average of readers in the reading-room is 742. In 1904 the number of volumes replaced after use in this room was 894,627, and 663,738 were kept from day to day in the presses for the use of particular readers.

Catalogues of the library of the British museum. R. de Cordova. Liv. Age. 248: 221-8. Ja. 27, '06.

A history of catalog making in the British museum.

Day's work in the reading room. G. F. Barwick. Library, n. s. 6: 304-8. Jl. '05.

Greatest library in the world. R. of Rs. 32: 487-8. O. '05.

It began with 40,000 volumes in 1753. Now contains 2,500,000 books. In 1903 the additions were 27,370 books and pamphlets. Its collection of early printed Bibles is unsurpassed.

Recent purchases. A. W. Pollard. Library, n. s. 6: 1-28. Ja. '05.

Brown's subject classification. See Classification—Brown's Subject classification.

Budget. See Finance.

Buildings.

See also Carnegie libraries; Decoration of libraries; Heating; Lighting; Rest rooms; Rooms (rented for library use); Shelving; Ventilation.

A has the library basement! L. E. Stearns. Wis. Lib. Bul. 7: 43. Mr. '11.

Lecture rooms in small library buildings are usually located in the basement. "The great difficulty in having an entire library on one floor has been the desire on the part of library boards for classical structures, money being put into expensive stone columns and ornamentation." Concrete, a building material which lends itself to informal styles of architecture, is recommended for small library buildings. Several of the smaller cities in Wisconsin are adopting the bungalow style for their new buildings, with the result that, with no increase of cost, they secure light, attractive rooms on one floor.

Architectural program for Brooklyn Central library building. A. D. F. Hamlin. Lib. J. 31: 771-2. N. '06.

Buildings—Continued.

Architecture of the small library. E: L. Tilton. Pub. Lib. 16: 341-3. O. '11.

Beautiful building and its contents. Pub. Lib. 14: 60-2. F. '09.

A description of the Patterson memorial building of the public library of Westfield, N. Y. "One of the most artistic features of the building is the pergola at the rear, encircling the semi-circular stack room."

Brief description of the State historical library building at Madison, Wisconsin. (Descriptive handbook, no. 1.) Wis. State historical society. T. 16p. il. pa. gratis. '06. Wis. hist. soc., Madison.

Brooklyn Central library plans. Lib. J. 32: 443-5. O. '07.

Brooklyn plaza and the projected Brooklyn Central library. H. W. Frohne. il. Arch. Rec. 23: 97-110. F. '08.

Bryn Mawr college library. I. G. Mudge. Lib. J. 31: 770-1. N. '06.

Building of public libraries. Lib. World. 7: 235-6. Mr. '05.

The situation especially for smaller libraries should be central, accessible, quiet, and should have good light around it. The general plan should be simple, with the public rooms on one floor, to arrange for easy supervision by the attendants. The counters for the lending department should command the main entrance and as many of the other rooms as possible. The reference room should be in the quietest corner, and the juvenile department where the occupants will not disturb the older readers. All counter tops should be of hard polished wood, the floors rendered as noiseless as possible, and the walls should have glazed brick or tile dados in the public rooms and lobbies.

Buildings are not libraries. Pub. Lib. 14: 56. F. '09.

Carnegie buildings are proving "white elephants" in many places. Newspapers often mistake buildings for libraries. A library building should not be erected until it can be maintained without crippling the library.

Carnegie building of Syracuse. Lib. J. 30: 479. Ag. '05.

Carnegie library of Pennsylvania state college. E. W. Runkle. Lib. J. 30: 219-20. Ap. '05.

Cedar Rapids free public library. H. A. Wood. Lib. J. 30: 931-2. D. '05.

Comfort and a library kitchen. Pub. Lib. 10: 237-8. My. '05.

Danforth memorial library building. Paterson, N. J. G. F. Winchester. Lib. J. 30: 409-11. Jl. '05.

Design and construction of branch library buildings. R. F. Almira. Lib. J. 31: C46-9. Ag. '06.

"The fundamental and essential floor spaces with which every design should start are the delivery desk space, the adults' and children's reading rooms, the stack space and the boiler room. The accessory rooms that make for the better operation of the work and convenience of the readers in the branch library are the room in which books are received and sent away, the librarian's room, the lunch room, the

study room, a small lecture room, and public and private toilet rooms. As far as practicable all these rooms should be subject to the control of the delivery desk. . . . The delivery desk . . . must not only provide easy supervision and control, but also offer such convenient accessibility to the public that even children cannot possibly become confused in its use."

Designing of a college library. N. S. Patton. A. L. A. Bul. 1: 270-4. Jl. '07.

Notes on this article are given under the heading College libraries.

Development of public libraries. N. S. Patton. il. Western Arch. 11: 67-9. Je. '08.

"The most important principle to be observed in the planning of a public library of today is that of ready supervision from the librarian's desk. In the small library economy of administration is of the greatest consequence, and that plan is the best, other things being equal, which facilitates the administration of the library by the fewest number of assistants. The smaller libraries must be managed entirely by one librarian, and even in those buildings of considerable size, there are likely to be times when there is only one attendant on duty. Therefore, the ideal library is one in which the librarian from her central post of observation, can see everyone who is in the building. For purposes of consultation, as well as supervision the librarian's desk must be placed in the center of the building, in what is usually called the delivery room, which forms a large entrance hall after passing through an outer vestibule. Those who come to return or draw books, can thus reach the librarian's desk without passing thru any of the reading rooms. It was formerly customary to separate the reading rooms from the delivery room by walls. Later, windows were introduced, permitting a partial view of the reading rooms by the librarian. Now it has become almost universal to make wide openings between all the main rooms of a library, so that the library of today has become in part one large room divided off for convenience of classification into various sections, which are only very slightly separated from each other. . . . The library of today usually gathers around it something in the nature of an art gallery or museum, and usually provides rooms for lecture courses. The library proper, for the convenience of administration, must be on one level, and therefore nearly every library may have either a basement or second story, or both, which may be devoted to such allied interests. . . . It is advisable to plan every library basement with the idea that it will be utilized in the future, even if the space is not needed at present. The boilers and fuel should be allowed only the necessary space. An unpacking room should be provided and the remainder of the space, if not immediately needed, may be left to be furnished in the future, as the needs appear."

Evolution of library buildings. F. A. Hutchins. Wis. Lib. Bul. 2: 57-8. Jl. '06.

"The general interior plans of the library buildings, erected in Wisconsin during the past eighteen years show most strikingly the recent changes in the aims and methods of public libraries." The dominant thought used to be "to safeguard the books from destruction by the elements and loss by thieves." In the development from that stage "the plans have steadily become more simple. There are fewer rooms and fewer partitions." In buildings costing less than \$25,000 and at least \$10,000, the generally accepted plan provides for a one-story building with a high basement. The entrance to the main floor is in the middle of the front. The delivery desk faces the entrance. At one end is the children's room; at the other the reading room. In one corner is a small librarian's room which is enclosed. . . . We will undoubtedly make great changes and exten-

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sions in the future. Every new building should be made so that it can be economically extended or adjusted to new demands and new opportunities. My own impression is that we shall constantly move nearer to the people. Some time I hope to see a library building in the center of a busy town, with the main reading room as easily accessible, and as open to the street as a popular bookstore, with a flashlight to speed an invitation in the evening to every wayfarer and idler, and bright rooms to bespeak welcome, rest and refreshment. Libraries are becoming more hospitable, more intent on the business of educating the masses. They are conforming more and more to the methods of the up-to-date business house. The architecture should show the spirit."

\$5000 branch library building in Tacoma. F. E. Hopper. Lib. J. 36: 457-8. S. '11.

Frederick Ferris Thompson memorial library building, Vassar college. Lib. J. 31: 769-70. N. '06.

"The modern library building must meet three primary demands: ample provision for study, convenient access to the shelves, and, in colleges where graduate work is done, seminar rooms. In this day of library progress the college library should, as far as possible, be an open shelf collection, and the problems of accessibility to the shelves and of room for study may be met either by the separate study hall and stack room, or by a combination of study hall and stacks by means of the alcove construction." The plan of the new library building at Vassar is "especially adapted to a reference collection for students," by combining the study hall with the stacks. "No independent provision has been made for periodicals, as no class distinction has been drawn between readers of periodicals and readers of books. One alcove in the north wing has been fitted up with periodical cases and drawers for current and unbound numbers, and periodical tables are provided in each wing for periodicals relating to the subjects shelved there. The separate newspaper room secures freedom from the annoyance caused by noisy turning of the leaves of daily papers. Here also are kept, for general consultation, publishers' catalogs and advertisements of new and second-hand books."

Harper memorial library of the University of Chicago. il. Pop. Sci. 77: 513-5. O. '10.

Howard university Carnegie library. Lib. J. 35: 263-4. Je. '10.

John Hay library of Brown university, Providence, R. I.; symposium. Lib. J. 34: 205-9. My. '09.

Describes the methods employed in studying the building problem, securing expert advice and a competent architect.

Juvenile library. J. B. R. Lib. World. 9: 193-7. D. '06.

Do not put the juvenile department in the basement nor alongside or over the reference department. The floors should be deadened and the walls "wood paneled or tiled to a height of about five feet, the remaining part being painted or decorated. Bookcases, not higher than four feet should be placed around the walls."

Lessons as to construction from the San Francisco fire. G. T. Clark. Lib. J. 32: 258-9. Je.; Same. Pub. Lib. 12: 255-7. Jl; Same. A. L. A. Bul. 1: 121-3. Jl. '07.

Library architecture. Librarian. 2: 28-9. Ag. '11.

Library architecture abroad. A. D. F. Hamlin. Lib. J. 31: 710-5. O. '06.

American libraries meet the special requirements of library service better than those abroad, but European libraries are superior in the architectural treatment of halls and entrances, altho to Americans this treatment may seem extravagant.

Library architecture from the librarian's point of view. W. H. Brett. Lib. J. 31: C49-52. Ag. '06.

The library trustees, the librarian and the architect should advise together on plans. The trustees have charge of the funds and know the resources of the library, the librarian is the expert adviser, and the architect brings what is needed into manifestation. It is a question whether permanence in granite or marble is desirable when only a fixed sum is to be expended. It may be better to build more commodious and convenient buildings, and secure only moderate permanence. Safety from fire should be insured to really valuable collections, but books that are modern can be replaced, for their loss can be covered by insurance. There should be a certain mobility in interior arrangements for we cannot be sure that "important departments of work may not be developed in the years immediately before us." Daylight should be provided in abundance. The gospel of fitness and beauty should be preached from the walls by appropriate decorations.

Library book-stacks without daylight. W. W. Keen. Science, n.s. 29: 973-4. Je. 18, '09; Same. Pub. Lib. 14: 290-1. O. '09.

Notes on this article are given under the heading **Lighting**.

Library building and book stacks. B. R. Green. Lib. J. 31: C52-6. Ag. '06.

Notes on this article are given under the heading **Shelving**.

Library building plans, collected by W. R. Eastman. (New York state library Bulletin 107. Library school 22.) O. 137p. 25c. '06. New York state education dep't., Albany.

"Includes plans of 22 actual buildings whose cost is known and which can be visited."

Library buildings. E. J. Stearns. Minn. Pub. Lib. Com. Notes. No. 1: 5-6. D. '04.

Steam is the best system for heating buildings that are open only a portion of the time. Electric lights can easily be turned off when not in use. Cork carpets are desirable and easily cared for.

Library buildings and plans; 70 plates. Conn. Pub. Lib. Doc. No. 8: 200. 1901.

Library buildings and their uses. J. Stone. A. L. A. Bul. 2: 355-8. S. '08; Same cond. Pub. Lib. 13: 271-2. Jl. '08.

"The subject of library buildings divides itself into the questions of location, construction and arrangement. Under location come the questions of accessibility and retirement. In a small town a public library can well be located in the heart of the city. . . . In larger cities the problem is different and contact with the public generally can only be gained by means of branches. The central building is used largely for reference and study and its location can be easily more retired, although the question of accessibility here should also be borne in mind. . . . In regard to the construction of the library, it should be built along lines

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of simple dignity and beauty, consonant to the great work it is intended for. Interior arrangement should be the primary consideration. Facilities for economical administration, for public convenience, for proper care and room for books, are the essentials. . . . In speaking upon the arrangement of a building, I consider the primary object of a public library the storage and distribution of books. Lecture rooms, art rooms, etc., in a library building are all admirable, but are not necessary adjuncts of a public library, and, with the exception of reading and reference rooms, should not be considered until the needs of the institution are fully met. . . . The advantages of a large, well-lighted delivery room, with stock rooms of easy accessibility, a librarian's office which can be easily reached and a commodious reference and reading room are also obvious. . . . Open shelf room has secured an unassailable place in library work. To see and handle the various books stimulates and interests many whom the cold pages of a catalog would not attract. It creates an atmosphere of literature in which an unthinking mind will develop and mature. While it is a deplorable fact that abuses and thefts sometimes occur, I consider them a very small factor in this department of library work in view of the general good gained. With regard to the children's room, it is an important feature in library work in stimulating and guiding the young mind. Here also should entire accessibility to books on open shelves be allowed. . . . In conclusion, let it always be borne in mind that the standards of a public library should be held high above all that tends to demoralize and degrade, that, as a public institution, it should always hold its doors open to all, without distinction of race or worldly condition, and that the trustees and employees are the servants of the public and not its masters."

Library buildings from a librarian's standpoint. A. L. Stansbury. *Pub. Lib.* 11: 495-9. N. '06.

The librarian should always be consulted when a new building is to be erected and he should inform himself as to plans. As to the selection of an architect it is best to go to a specialist in library architecture. The site should be central "but off the main streets on account of noise." Bookstacks should be provided that will allow for at least ten years growth. The stackroom should be easy of access to the public. The delivery room should occupy the centre of the building. One of the first requisites of the plan should be to permit the closest supervision with the fewest attendants. The children's room should be on the ground floor, should be large, light and airy, and should have wall shelving. The reference room should be planned with reference to quietness. Above all the comfort of the library staff should be considered. A workroom for receiving books is essential. Ventilation, lighting and heating are of the utmost importance.

Library buildings in California. *il. News Notes of Cal. Lib.* 1: 94-101. J1. '06.

Illustrations and plans are given of some representative library buildings in California.

Library oversight. J: W. Lister. *il. Lib. World.* 9: 102-4. S. '06.

Library planning. F. J. Burgoyne. *Lib. Assn. Rec.* 8: 178-86. My. '06.

Mr. Burgoyne divides public libraries roughly into, small, medium and large and considers suitable accommodations for each.

Library rooms and buildings. C: C. Soule (*Library tract, no. 4.*) D. 24p. pa. 5c '02. A. L. A.

"An essential canon in planning a library is economy. Unless a liberal benefactor wishes to put large outlay upon a memorial building, and

is willing also to provide an ample income for its support, the larger and costlier a building is, the greater will be the expense of maintenance and repairs, and the less will be the amount out of a fixed income, for new books and for administration. A plain building, well stocked with books and with income enough for good service and plentiful additions of current literature, is far more satisfactory to its users than a triumph of art with insufficient service and no new books. A library in an active community will never have income enough for the work progressive administration requires, and therefore especial prudence and foresight are required in making plans which will influence its expenditures."

Louisville free public library building. W: F. Yust. *Lib. J.* 34: 398-401. S. '09.

Madison, Wis., free library building. J. A. Hopkins. *Lib. J.* 31: 812-5. D. '06.

Mania for bricks and mortar. W. C. B. Sayers. *Lib. Assn. Rec.* 10: 226-31. My. '08.

"With rare exceptions our municipal libraries are the most hideous buildings erected in this architecturally benighted country. . . . A few libraries in this country are perhaps respectable in appearance, but the majority of them are heavily facaded, unornamental blot upon the landscape." The architect's preference seems to "hover between a church—from a desire to express what he believes to be the ecclesiastical character of books, and to give room for a big newsroom—which in his eyes is the most important part of the edifice; a bank—which is to suggest security; and a gaol—which is possibly to suggest that the way of learning is harsh and uninviting."

Milton, Mass., public library. *Lib. J.* 31: 219-20. My. '06.

Modern public library. H. Bell. *il. Book-lovers M.* 7: 515-26. Ap. '06.

A description of the arrangement of the largest libraries in England, France and the United States.

Modern small library. E: L. Tilton. *il. Inland Arch.* 50: 72-3. D. '07.

Modern temple of education: New York's new public library. D: Gray. *il. Harper.* 122: 562-76. Mr. '11.

National library of Wales. *il. Librarian.* 2: 69-71. S. '11.

National library of Wales. *il. Lib. World.* 14: 79-82. S. '11.

Need of an American library association collection of plans of library buildings. C: C. Soule. *Lib. J.* 31: C45-6. Ag.; Same. *Pub. Lib.* 11: 429-30. O. '06.

A plea to have the A. L. A. make a representative collection of library plans, with complete records of detail, materials and cost, filing with each plan the mature judgment of librarians who have used the building since its erection.

New building for the Royal library, Berlin. P. Schwenke. *Zentralblatt für Bibliothekswesen.* 25: 1-18. Ja. '08.

An interesting description is given of the plans for the building.

New building of the New Bedford free public library. *Lib. J.* 36: 65-6. F. '11.

Buildings—Continued.

New building of the New York public library. *il. Lib. J.* 36: 221-32. My. '11.

A paper prepared by the staff of the library which presents a description of the building from an administrative point of view.

New Durban municipal library. *il. Lib. World.* 14: 46-7. Ag. '11.

New library building at Radcliffe college. C. Farley. *Lib. J.* 33: 440-1. N. '08.

New library building of Mount Holyoke college. B. E. Blakely. *Lib. J.* 31: C62-4. Ag. '06.

New library of the Indiana state normal school. A. Cunningham. *Lib. Occurrent.* 2: 117-9. Mr. '10.

New Mitchell library, Glasgow, Scotland. *Lib. J.* 36: 645-7. D. '11.

New mural decorations of John W. Alexander at the Carnegie institute. C. H. Caffin. *il. Harper.* 114: 845-56. My. '07.

New Seattle branch libraries. *Lib. J.* 36: 500-1. O. '11.

New York public library. A. C. David. *il. Arch. Rec.* 28: 144-72. S. '10.

New York public library: how the readers and the books are distributed in the new building. *il. Scientific American.* 104: 527-9. My. 27, '11.

New York state education building at Albany. *Lib. J.* 33: 55-6. F. '08.

New York's great new public edifice. Harper's W. 55: 9. My. 27, '11.

New York's new library. L. Cleveland. *il. World To-Day.* 19: 1235-43. N. '10.

Open access lending departments. J. D. Brown. *il. Lib. World.* 9: 41-7. Ag. '06.

Papers on library planning. *Lib. Assn. Rec.* 7: 584-7. N. '05.

Planning for efficiency in library buildings. W. K. Stetson. *Lib. J.* 36: 467-8. S. '11.

Plans. T. E. Cooper. *il. Librarian.* 2: 146-7, 187-9. N.-D. '11.

Plans of John Crerar library. *Lib. J.* 30: C153-4. S. '05.

Portfolio of Carnegie libraries; being a separate issue of the illustrations from a Book of Carnegie libraries. T. W. Koch. Q. viii, 120p. *il. front.* *\$2.50. '07. Wahr.

The portfolio contains 120 plates which are eventually to be incorporated in a Book of Carnegie libraries. The plates are confined to American libraries and include plans, and exterior and interior views. Very valuable for suggestions to those contemplating building.

Proposed new building for the New Haven free public library. *Lib. J.* 34: 113-4. Mr. '09.

Public libraries: a treatise on their design, construction and fittings, with a chapter on the principles of planning, and a summary of the law, by Amian L. Champneys. O. 183p. *\$5. '07. imp. Scribner.

Public libraries; methods and cost. W. P. Heyl. *il. Munic. J. and Engineer.* 20: 297-301. Ap. 4, '06.

Describes several prominent library buildings in the United States.

Public libraries, their buildings and equipment: a plea for state aid. M. B. Adams. *Lib. Assn. Rec.* 7: 161-77, 220-36. Ap.-My. '05.

"If newsrooms are provided they must be ample: they cannot be too large, too light, or too well ventilated." The paper slopes should be placed around the walls, leaving the central area free for the tables for papers and magazines. Open fireplaces and radiators encourage loafing and increase dirt and dust. A larger site is necessitated by a one-floor library, but the initial cost is generally repaid by economy of administration. A lecture room is needed as a part of a library building. "It should by preference be contrived on the ground floor, to be available as an integral part of the library when not in use for meetings or examinations. Its exit, at any rate, should be contrived clear of the usual business of the library. . . . We now come to the initial question in the planning of a public library as to the respective proportion of space which should be allowed to the different departments in allocating the available superficial area. Concentration of administrative area is of the first consequence, and long passages and perambulating corridors cost money and must be avoided. A roomy and even spacious entrance hall or vestibule whence all the departments may be seen of course is essential. The open access principle for the lending library . . . necessitates at least half as much again floor area as when the closed or indicator system is employed. The space between the book-stacks in an open access library should be nearly twice the width needed by the staff, and the shelving ought not to be more than 6 feet 6 inches high, while the lower shelves should not be so close down to the floor." A radiating plan wastes floor space. "The reference room should not be reached through the newspaper room, and it should be clear of the lending library, with access to the latter by all means, but with an approach of its own—quiet if you like, but not obscure and out of the way. Every reference room must have a liberal provision of open shelving round the walls, or arranged in well-lit alcoves. . . . Each student ought to have a separate table 3 feet long by 2 feet wide on the top, with a 9 inch high divisional back board to isolate vis-a-vis readers from one another, and to afford space for ruler-rack and penholders. At the end of every such individual table there should be a shelf within the area of the table itself for books to stand when not actually in use, so as to allow the table-top to be clear for writing, with ample room also for the volume being consulted."

Ray memorial library, Franklin, Mass. M. S. Turner. *il. New Eng. M. n.s.* 32: 199-207. Ap. '05.

Recent developments in small library design. L. W. Claude. *Wis. Lib. Bul.* 4: 9-11. Ja. '08.

A small library means here a one-story building costing from \$7,000 to \$25,000. In this building the librarian should be so placed "that she may have perfect supervision over the entire floor, and entrances and exits to it. This requires a central location for the loan desk in

Buildings—Continued.

front of the main entrance, and the removal of all walls, posts, and partitions that will obstruct her view." In such a building the stacks are preferably placed directly behind the loan desk, tho they may be placed on one side of the desk with the librarian's room on the other side. In very small libraries no librarian's room is necessary. The cloak room should be on the first floor. In a medium-sized building an excellent arrangement for the basement is as follows: "A large lecture room, seating from 150 to 200 or 300; dressing room for lecture room; small class or study rooms; . . . work room for librarian; boiler and fuel rooms; janitor's storage room, and toilet rooms. In addition to these rooms a vault for storage of documents and newspaper files, and a book storage room may be put in to advantage if sufficient room is available. . . . Ample windows should be provided so as to thoroughly light every part of the building. . . . Chandeliers hung from the ceiling, or Nernst lamps for general illuminating, with special wall lights over book cases, all controlled from switches in librarian's desk, seem to give the best satisfaction. . . . The furniture should be substantial and good in design, but not too heavy; tables should not seat more than six persons. The first story floors should be covered with cork carpet. Ample bulletin space should be provided."

Recent library building. il. Pub. Lib. 11: 395-412. Jl. '06.

Red Bluff, California, free library. il. Sunset. 23: 221. Ag. '09.

Report of the committee on architecture, 1907. C. R. Dudley. A. L. A. Bul. 1: 119-21. Jl. '07.

Report of the committee on library architecture, 1908. A. L. A. Bul. 2: 178-9. S. '08.

Report of the committee on library architecture, 1909. A. L. A. Bul. 3: 215-6. S. '09.

Reuben McMillan free library, Youngstown, Ohio. A. L. Morse. il. Lib. J. 36: 579-80. N. '11.

Sites and their values. T. E. Cooper. il. Librarian. 2: 102-4. O. '11.

Manchester reference library, the Mitchell library at Glasgow, and the Blackpool public library are selected as examples in showing the best use that can be made of the library site.

Small library buildings; a collection of plans, ed. by Cornelia Marvin. Q. 102p. pa. \$1.25. cloth. \$1.75. '08. A. L. A.

"This pamphlet contains the best of the plans sent to the editor by the cooperating Library commissions. These do not represent the editor's choice, but include the recent buildings in each state which, in the opinion of the commission officers, best meet the needs of the librarians and the public. Each commission was asked to send plans of public libraries costing not over \$10,000, \$25,000 and \$75,000 respectively, and of one small college library. The result is a collection of eight plans of buildings costing \$10,000 or less; three between \$10,000 and \$15,000; three between \$20,000 and \$25,000; three over \$25,000; two of college libraries which are fair representatives of this type; and a small branch library which is a good model for any inexpensive building. . . . Special attention has been devoted to the plans of small buildings, as the commissions seek to aid trustees who have not the help of experienced librarians and who cannot afford to put a large sum into the investigation. The plans of large libraries are in-

cluded rather as a matter of interest, showing the development and extension of buildings as the demands of library work increase. The interior views are included for the purpose of helping in decisions on furniture and fittings, as well as for the idea of interior arrangement. . . . All buildings included are not models. Tho some contain serious mistakes, each has good points worth reproducing, as well as the objectionable features which it has been the ungracious task of the editor to point out in the notes following the description of each building. . . . The similarity in the plans testifies to the fact that a few principles are well established. The buildings are nearly all of one type, and there are several planned by the same architects, but the details differ sufficiently to warrant inclusion of all of them. It will be understood that, tho there is a rather definite agreement in regard to the general principles of library architecture there is great difference of opinion upon details." In addition to the plans, much useful information is given on the literature relating to the subject, also on the choosing of an architect, and on the size, location, capacity, cost and style of the building, materials of construction, interior arrangement, lighting, heating and furnishing. "Attention is devoted exclusively to the librarian's side of the building—interior arrangement and fittings. Little attempt has been made to criticise architectural design, or to make suggestions which should come from competent architects. Few librarians are able to direct in this respect, but they should have the final decision on the arrangement of rooms, fittings, light, etc., in so far as these things affect the daily work of the library. No architect can understand this as the librarian does."

Some Wisconsin library buildings. O. 68p. pa. '04. Wisconsin free lib. com.

The pamphlet gives half tones of the various Wisconsin libraries.

Suggestions on the planning of an ideal library: an Utopian forecast. W. J. Harris. Lib. Asst. 5: 86-9. Ap. '06.

Mr. Harris suggests that in the erection of a new library one large room be provided, and that in the place of walls, screens be used. These would be more artistic than walls and from 10 to 20 per cent cheaper.

Suggestions on the planning of public libraries. H. T. Hare. Lib. Assn. Rec. 8: 148-54. Ap. '06.

The leading requirements are: "ample space or area in all parts, abundance of light, air and ventilation, facility of supervision and working." If it is impossible to have a building on one floor only then the lending library, newsroom and magazines should be on the ground floor, and on the first floor the reference library, librarian, book-store, etc. "The most satisfactory public library plan would be one in which practically the whole of the public accommodation is comprised in one large room or hall, including news, magazines, general readers, ladies, and perhaps juveniles. I would also throw in the lending library, separated . . . by a low screen or counter. . . . Assuming that open access were adopted, the attendants would be placed in the centre, having the fullest control of the whole of the reading-room and lending library. Two or three staff rooms and a librarian's room could be arranged in the rear, and an additional room balancing the reference room could be added, which would be available for a lecture-room. I should also suggest a large store-room in the basement."

Utica public library building. Lib. J. 30: 803-4. O. '05.

Views of a consulting architect. A. D. F. Hamlin. Lib. J. 31: C57-62. Ag. '06.

The advice of a consulting architect, is of great value in selecting a site, in the selection

Buildings—Continued.

of an architect, in the program of the building and in arbitration between the contractor and architect.

Workroom problems. K. H. Field. *News Notes of Cal. Lib.* 5: 371. Jl. '10.

"Every library should include a commodious, well lighted, thoroly ventilated, properly heated, and generally attractive workroom. . . . If possible a portable vacuum cleaning machine should be installed for cleaning the rooms and dusting the books. . . . The fumigating room for disinfecting books should be conveniently near the workroom. Ample storage room in the basement relieves the workroom of documents and books infrequently used, which tend to collect in the workroom. A book elevator running to the basement saves time and fatigue."

Bulletin boards.

Bulletin boards in the children's room. M. A. Forbes. *Wis. Lib. Bul.* 4: 58. Je. '08.

Bulletins.

Bulletin work of the Plainfield (N. J.) public library. E. L. Adams. *Lib. J.* 31: 23-4. Ja. '06.

Library bulletins. H: E. Legler. *A. L. A. Bul.* 3: 329-36. S. '09.

Library magazines: their preparation and production. W. C. B. Sayers and J. D. Stewart. *Lib. World.* 7: 229-32, 257-61, 285-90, 326-30; 8: 1-4, 36-9, 91-4, 147-52, 180-3, 208-12. Mr.-Ag., O., D. '05-F. '06.

An excellent method of keeping the advantages of the public library constantly before the public, and "attracting the likely reader's attention is the library magazine, index, guide, or bulletin, as it is variously called." "It supplies the best possible means of keeping the catalogue absolutely up to date, and offers facilities for descriptive cataloging unobtainable with a complete printed list. . . . Moreover, in a publication of this nature, cataloging methods can be brought nearer the ideal; a great fullness of bibliographical and explanatory detail can be obtained." The problems that a library would have to consider in issuing such a bulletin are: contents, style, finance, annotations and cataloging. Its contents must be confined to topics germane to the work of the library. It may properly announce lectures, debates, etc., adding lists of books dealing with their subjects. Bibliographical articles, notes on current library practice, alteration in rules, statistics of issue and accounts of donations have a legitimate place as well. No library with an income less than £1000 should attempt a bulletin. The average amount expended by municipal libraries for such a purpose is two per cent of the total income. Wherever possible the distribution should be gratuitous. The style should be in keeping with the institution and made suitable and attractive to the clientele of the library. Experience has shown that the most suitable size is a crown octavo with a type page about 3½x6¾ inches. The list of accessions must be cataloged according to some standard system and in a municipality having a central library and branches, the bulletin should use a union list which shows by a combination of letters in what branches the addition may be found.

The approved magazine article in the bulletin should be "on some topic, current or seasonable by preference, written around the books in the library dealing with the subject." Lectures afford opportunity for articles as well as reading lists. Brief records of the activities of the library, should appear in the bulletin. "Every number should contain statistics of book issue and reference consultations. . . . Donations,

however little they may deserve it, should receive as full acknowledgment as possible in the magazine. . . . In large libraries constant changes occur in the periodicals list; these should be advertised, and any new method introduced into the working of the library—in these evolutionary days these should be legion—should be carefully and simply described."

Library magazines should have an index if not to every issue certainly at the end of the year. Too much stress cannot be laid on sending good clean copy to the printer. All catalog copy should be checked and revised not only to obtain correctness of form and matter but also perfect legibility. Catalog slips for the use of the printer should be pasted on cheap mounting paper. Three separate proofs should be had, an ordinary proof in galley form, a revise of this, and page proof. The material in the printed magazine that will be of use in the card catalog should be pasted on cards. Reading lists should be mounted and preserved.

Second-class postal rates on commission bulletins. L: R. Wilson. *Pub. Lib.* 16: 289. Jl. '11.

Value of bulletins. C. Bacon. *A. L. A. Bul.* 3: 204. S. '09.

Bulletins, Picture. See Picture bulletins.

Bureau of education.

Bibliographic work of the library of the United States bureau of education. E: D. Greenman. *Lib. J.* 36: 180-1. Ap. '11.

Notes on this article are given under the heading Bibliography.

Library of the Bureau of education in its relation to other pedagogical collections. W: D. Johnston. *A. L. A. Bul.* 2: 338-41. S.; Same. *Educ. R.* 36: 452-7. D. '08.

"The library division of the Bureau has been organized for the purpose of cooperating with other libraries in the service of students of pedagogy. . . . The Bureau of education library aims to strengthen pedagogical libraries in both universities and normal schools in three ways: (1) by enlarging their collections and improving their character, (2) by assisting the cataloging of their collections, and (3) by helping in their reference work. It will promote the building up of pedagogical libraries by the distribution of documents, periodicals, books, and pamphlets." In its collection it has thousands of duplicates which it offers to send free to such libraries as need them and have something to offer in exchange, tho the exchange is not always insisted upon. Further than this the Bureau puts its collection at the disposal of any pedagogical library that needs it; the material desired being sent under the franking privilege. The loans consist mainly of pamphlets and books in foreign languages. The Bureau catalogs all books required by it and catalog cards are distributed thru the Library of congress. "In the branches of service already described the aim is first of all to assist the librarian; in the reference work the aim is to assist educational commissions, boards and officials, and professors and students of pedagogy. Requests come to the Bureau for bibliographical information upon all classes of educational questions, historical and current. It is the duty of two assistants to answer these questions. All requests for information relative to current topics require references to periodical literature. For this reason 31 educational periodicals not indexed in the 'Readers' guide' or 'Library index' have been systematically examined and indexed since the beginning of the year. Many questions may be answered by simple reference to the catalog of the library or to this index; others require special investigation. These answers are typewritten and copies filed for use in answering the same questions as they recur. Our correspondents some-

Bureau of education—Continued.

times call our attention to omissions in our lists. We shall, therefore, be able with the progress of this work not only to do more work but to do it better, and reference librarians will undoubtedly wish to refer to us more frequently some of their more troublesome questions."

Business, Library methods in.

Business and librarianship. Pub. Lib. 14: 261. Jl. '09.

Commercial research. Pub. Lib. 14: 267. Jl. '09.

Commercial research and library functions. G. W. Lee. p. 12-6. Current literature references, 1908. Library of Stone and Webster.

Library methods in modern business. Lib. World. 13: 33-4. Ag. '10.

Library methods in the business world. J. H. Canfield. Pub. Lib. 11: 244-6. My. '06.

Library training equips women especially those who have administrative ability to fill positions with business firms in caring for papers, records, etc. Within six years 15 have left the staff of Columbia college library to do such work and the results have been eminently satisfactory.

Library technique applied to business. Pub. Lib. 14: 219. Je. '09.

Such commercial houses as Stone and Webster, the Franklin manufacturing company of Syracuse, the Commonwealth Edison company of Chicago, the National city bank of New York and the Kimball company of Kansas City have applied the principles of classifying and indexing to their printed material. The president of the last-named concern says: "Classification by the average filing clerk is an impossibility, but I predict that the time is not far distant when there will be a standard system of classification and filing for business memoranda, and that the scientific and successful business enterprises will have each its librarian from whom the filing clerk as of today will perform the functions of a library messenger."

Business men and the library. See Libraries, Use of by the public.

C**California.**

California as a place of residence for the scholar. M. G. Dodge. Lib. J. 30: 793-5. O. '05.

Call numbers. See Book numbers.**Capitalization.**

Common nouns in German; why they need not be capitalized. C: Martel. Lib. J. 30: 333-7. Je. '05.

A history of the origin and practice of capitalizing common nouns in German.

Card catalogs.

See also Catalog cards; Cataloging; Catalogs.

Bibliographic apparatus in colleges. H. B. Prescott. Columbia Univ. Q. 13: 224-9. Mr. '11.

"To the student unaccustomed to a large library, with its necessarily large and compli-

cated catalogue, the department library—small, compact, containing only the books for daily use, and with its correspondingly small catalogue—is of great service. It introduces him to methods of arrangement and classification, and does not bewilder him as does the large catalogue with its multiplied entries under authors and subjects. In these department catalogues should be included not only author and subject cards for all books in the department, but analyticals for all important serials which bear upon the work of that department, whether shelved there or in the general library. . . . These analyticals for the department libraries do not appear in the general catalogue nor do the cards for some of the department libraries, for example, the libraries of the schools of law, medicine and pharmacy. The department catalogues are made even more useful by incorporating with them cards for all books dealing with their particular subject to be found in the general collection or in other department libraries." The general catalog "resembles a dictionary, and it follows as closely as possible the simple alphabetical arrangement of a dictionary. Every book is represented by an author or title card and usually by one or more subject cards. In this ability to multiply subject cards is embodied one of the great advantages of a catalogue. A book may be classified under but one subject and stand in but one place on the shelves; but it may appear in the catalogue as many times and under as many headings as seems desirable. In assigning the subject heading, the aim is always to be as specific as possible, but to avoid dividing material too closely related to be dealt with separately. The opposite sides of the question are often united, since they are so constantly treated together that separation would be difficult. For example, temperance and intemperance, emigration and immigration, free trade and protection. Subjects are brought together also by means of cross references, the smaller subjects being always referred to the larger and to other related subjects." The cards in certain subjects, and especially in historical groups, may be arranged either alphabetically or chronologically. In Columbia the alphabetical arrangement has been followed in the main, but history cards for countries have been divided by periods.

"A dictionary catalogue often widely separates closely related subjects, and the student who wishes to find all that the library contains on some rather general subject would prefer to have the catalogue arranged by classes. This need is met to some extent by the shelf-list, where the cards are arranged in classified form, an exact duplication of the books as they appear on the shelves. The reader is able to ascertain here what volumes the library has on the subject in which he is interested, and what on closely related subjects; it is in reality a subject bibliography of the material contained in the library. But a shelf-list can never take the place of a subject catalogue, because for every subject there are important pamphlets and articles in transactions and periodicals to which the shelf-list gives no clue. . . . Probably few users of the catalogue realize that it costs the library an average of twenty-five cents to record a book there, and that since each card must tell the location of the book which it represents it costs the library an average of ten cents each time a book is transferred to a department library, or brought back from a department library, or general collection. But this outlay is more than justified by the great advantage to the reader and the economy of his time in the bibliographic information which it gives."

Card catalog and free access. N. Y. Libraries. 1: 120. Jl. '08.

"The books on the shelves can not, by any device, be so arranged as to show at the same time, (1) what the library has on a given subject; (2) what it has by a given author; (3) whether it has a book by a given title. An answer to each of these questions should be avail-

Card catalogs—Continued.

able at a moment's notice, and only a complete author, title and subject catalog such as is possible alone on cards can answer this purpose."

Card catalogs for blind readers. A. E. Bostwick. Lib. J. 30: 475. Ag. '05.

Card catalogue. W. C. B. Sayers and J. D. Stewart. Lib. World. 14: 162-5. D. '11.

Great Newark encyclopedia. Newarker. 1: 11-12. N. '11.

Newark's library with its 200,000 volumes alphabetically indexed by means of its card catalog makes an encyclopedia greater than any ever published—in fact a thousand times larger than the world's greatest forty-volume encyclopedia."

Library commission, the small library and the card catalog. A. S. Tyler. A. L. A. Bul. 2: 370-2. S. '08.

Notes on this article are given under the heading Catalogs.

New catalog card. C: G. Matthews. Lib. J. 33: 233. Je. '08.

New scheme for card catalogs. L: N. Feipel. Lib. J. 35: 205-6. My. '10.

It is proposed to economize efforts on the part of the user as well as the maker of a card catalog by omitting duplication of headings for entries under the same heading. This is to be done by filing the standard size card containing the heading after all the entries under that heading, these to be on cards which have been decapitated by so much of the card as is ordinarily used for writing in the heading.

Personal contact through the catalog. J: A. Lowe. Lib. J. 34: 265. Je. '09.

Notes on this subject are given under the heading Reading.

Printed vs. card catalog. N. Y. Libraries. 1: 120. Jl. '08.

"The object of the printed catalog is to aid those readers in the selection of books who find it inconvenient or impossible to go to the library itself. The object of the card catalog is to furnish a complete index to the contents of the library. . . . For a library of any considerable size which aims to do serious library work . . . a printed catalog may be a convenience but the card index is a necessity."

Problems arising from the size of card catalogs. C. W. Andrews. A. L. A. Bul. 3: 372-4. S. '09.

Time-saver in the Johns Hopkins university catalog department. M. L. Raney. Lib. J. 35: 256-8. Je. '10.

The multigraph for duplicating cards has worked satisfactorily.

Too many cards under a subject heading. T. F. Currier. Lib. J. 35: 412-3. S. '10.

Card indexes. See Indexes; Indexing.

Care and preservation of books.

See also Binding and repairing; Bookworms; Contagion; Disinfection; Dust.

Book of trade secrets: receipts and instructions for renovating, repairing, improving and preserving old books and prints. 40c. Scribner. '09.

Care of books. C. Marvin. Wis. Lib. Bul. 1: 35-7. My. '05.

"It is comparatively easy to start a crusade for clean books in a new library, but with many of us the question is, how to interest children in the care of books when most of the books are in miserable condition. Under such conditions there are some things which may be done, and the simplest is for the librarian and assistants themselves to handle books carefully. . . . If books are kept in perfect order on the shelves, with a good supply of book supports; if they are always handled carefully at the loan desk; if a pile of wrapping paper is provided for rainy days and no book is issued without a cover on such days; if dirty books are freely discarded and burned, even tho they are in demand and may not be at once replaced; if these things are done, even without formal instruction, readers will come to give better care to the books. One mistake very commonly made is to allow books which need binding or mending to go into circulation, thinking it an economy to use a book as much as possible before it goes to the bindery. It should be the rule of all libraries never to allow a book with loose leaves to be issued. It is a great extravagance to circulate books which are loose thruout and ready for the bindery, as a section may be lost and rebinding made impossible, replacement being necessary at double the cost of binding. It is surely a mistake, also, to rebind soiled books. Once a month, at least, there should be a careful examination of the shelves and a weeding out of ragged books. . . . Another simple method for interesting children in the care of books is to display on a bulletin board some which have been badly used, with a note explaining the trouble and the consequences, that is, showing that all who might wish to use that book will suffer from its ill treatment; talks given in the school rooms; a word to an individual child who takes home a fresh book or one which needs especial care; a display of new and attractive books, with notes in the paper, and a notice posted over these books, will all help."

Care of books. E. W. Neesham. Lib. World. 33: 32-3. Jl. '08.

In order to remind borrowers of their responsibility for the condition of books taken out, paste a printed label containing the library regulations for the care of books at the commencement of the first chapter of each volume.

Formulas for cleaning books. E. F. Purtil. Lib. Occurrent. 2: 140-1. Je. '10.

"Mud stains or finger marks can generally be removed by spreading a layer of white soap jelly evenly, 30 to 40 minutes for mud, 2 or 3 hours for finger marks. This jelly may be made by dissolving ivory or any white soap. Remove with sponge dipped in hot water, for stains. For muddy pages, first rub with dry cheese cloth to take off the loose mud, then rub the leaves with a damp cloth. To remove grease from paper, make a paste of fuller's earth (pipe clay) and cold water. The paste should be as thick as ice cream. Lay on stain gently without rubbing in. Leave over night. It will be dry by morning. Brush off. If stain is too old to have disappeared, renew the process. To remove grease or oil stains, ether or gasoline may be used. Pour freely in a circle around the spot, narrowing the spot gradually until the stain is covered. Then apply warm (not hot) iron thru a blotting paper. Use only in a ventilated room. . . . To restore a fresher look to volumes scuffed, spread thickly with wet starch, to which a little alum has been added. Apply with leather glove or piece of leather, or cheese cloth. Rub off with soft rag, polish with palm of hand. Bread crumbs will clean leaves to some extent."

Handling of books. J. Grönborg. Bog-samlingsbladet. 6: 83-4. Ag. '11.

Care and preservation of books—Continued.

How to care for books in a library. H. P. Sawyer. Wis. Lib. Bul. 5: 6-8. Ja. '09.

In order to understand how a book is put together, it is well to take a discarded book to pieces, noting the sewing, signatures, hinges, etc. A new book should be carefully opened while being held with its back against a flat surface, a few leaves at the front and a few at the back alternately, gently pressing open the sections. "Light covered books should receive a thin coat of white shellac." Books should stand upright on the shelves, and should never be crowded. Books should not be allowed to rest on their front edges. A good substitute for a book support may be made by covering a brick with brown paper. When books return to the library they should be examined for loose leaves, tears, marks, dirt, grease spots, etc. If a book is in bad repair it should be mended or rebound. Pencil marks should be erased. "Soiled pages can be cleaned with powdered pumice stone rubbed on with a piece of clean cheese cloth. Book covers may be cleaned with powdered pumice stone, ivory soap and water or vinegar and water. For the latter take two parts good vinegar and one part water; apply with clean unbleached muslin and rub hard until the dirt is removed. Vinegar should not be used on leather binding." All torn leaves should be immediately mended with onion-skin paper. A loose leaf may be tipped in by applying thin paste to both sides of its inner margin to a depth of one-eighth of an inch, and carefully inserting so that it does not project beyond the other leaves. Close the book and weight it while the paste dries. When the leaf is of heavy paper, it may be pasted on a paper hinge and replaced. Loose illustrations unless important should not be replaced. "To sew in a loose section, use a long needle with linen thread, no. 40. Pass needle through hole at top of section to back of book. Drop needle and thread through the loose back. Bring needle through hole at bottom and tie securely in the center of the section." Loose joints in the book covers may be repaired "by pasting along the joint a stripe of white cambric one and a half inches wide. Fold the cambric in the center, paste and apply one half of it to the book cover and the other half of it to the fly leaf. Place a piece of oiled paper between the hinge formed by the muslin; close the book, weight and dry. Open once or twice while it is drying, to remove paste that may have been forced from under the cloth by the weight. Cut the cloth lengthways of the goods. Never apply this method to mend a break in the middle of a book that is to be rebound." Mend books whose original cost is so low that to buy new copies would cost but little more than to rebind. Books of real value and utility, the price of which is as much as 60 to 75 cents or more a volume should be rebound before they are in need of much repairing. A rebound book will wear two or three times as long as it did in the original binding. Books whose covers are still good but need resewing may be recased at from 20 to 30 cents. Books that require entire rebinding will cost about 43 cents. Never rebind books with missing pages, soiled or badly worn leaves. One of the best library bindings is half roan in red, blue or green. It costs 40 to 45 cents. Small cheap books may be rebound in art vellum or buckram at a cost of 12 to 20 cents.

How to open a new book. W: Matthews. Vermont Lib. Com. Bul. 5, no. 2: 8. S. '09.

Preservation of books in libraries. R. D. MacLeod. Lib. World. 11: 256-61. Ja. '09.

"Cleanliness is a great factor in keeping a stock in good condition. The practice in some libraries of having just one time per annum for cleaning the books and shelves—at the annual stocktaking—is anything but conducive to the well-being of books. They should be sub-

jected to frequent examinations—weekly at least—and the shelves kept quite free from dust. A certain number of shelves might be given into the charge of each of the younger members of the staff, and they held responsible for the care of the books and the cleanness of the shelves. Assistants, when doing this work, need not all be freed from counter-attendance, as the examination, etc., can be done each day during odd moments. By such a method as this, the librarian will have the satisfaction of knowing that the books as issued to readers are free from defects, such as loose leaves, loose plates, torn pages and the like. . . . Dust will be found the greatest nuisance to contend with. The tops of the books are the parts most affected by dust, and to clean these, it is best to take a few from the shelf, get their tops together, rest the books on their edges, and apply a brush to the tops lightly. If a newspaper be spread on the floor and damp sawdust scattered on it, or a box of damp sawdust be used the operation can be performed above the sawdust with success, the dust being caught as it falls. It is best to follow this top brushing by taking the volumes one by one, opening them, then closing them sharply, and if this is done carefully, no injury will result to the binding. . . . A good plan to follow is to have withdrawn for cleaning, repair, and replacement all books which you yourself would hesitate to read in their present condition. Your taste will most likely be more particular than that of an ordinary reader, and if you object to the condition of certain books and withdraw them, there will be no fear of the public of borrowers complaining. Show the assistants the kinds of books you consider should be withdrawn for cleaning, repairs, or replacement, and they will act for you. It occasionally does happen that a book is put into circulation in a defective condition. When this is observed, the assistant from whose section it came and the assistant who issued it should both be held responsible."

Preservation of books in libraries, pt. 2, Stains. R. D. MacLeod. Lib. World. 11: 331-5. Mr. '09. (to be cont.)

Oily stains should be dealt with first. "Resinous stains will respond to an application of turpentine or eau de cologne." After soaking leaves of books, careful handling and drying on clean surfaces, with subsequent sizing is necessary. When chemicals are used in solution for soaking they must be carefully washed off, the leaves sized and exposed to the light. Poor printer's ink should not come in contact with benzine or turpentine. Oxalic, citric and tartaric acids in solution will not act on printer's ink. Blood stains may be removed by soaking in cold water and applying soap lather while still under water. Rinse with cold water, dry and size. "Books which are observed to be taking damp stains should have placed near them lime in saucers. . . . Make a solution of boiling water and alum, and allow the sheets to float in it for a few hours. . . . Dry and size." To remove grease, "place a piece of blotting paper under the leaf affected, and another piece over it, and apply a hot iron, or, place a piece of good blotting paper under the leaf, scatter evenly over the other side of the leaf some powdered French chalk, place another piece of blotting paper over this and apply a hot iron." To remove ink stains, "apply a strong solution of oxalic or citric acid to the parts, following this by a weak solution of chloride of lime. It is sometimes more effectual to follow the bath of oxalic acid by the application of a solution of one part hydrochloric acid to six parts water, after using which cleanse in cold water and dry slowly, then size." Oils yield to a solution of sulphuric ether. Dip the leaf in cold water, dry and size.

Preservation of books in libraries, pt. 3, Preservation of bindings and cases. R. D. MacLeod. Lib. World. 11: 368-71. Ap. '09.

With cheap books, broken backs may be mended by removing the covers, resewing and

Care and preservation of books—*Continued.* gluing firmly into the old covers. Bookbinder's paste containing clear glue should be used. Expensive books should be rebound. Sponge "dog-eared" corners with a weak solution of gum tragacanth. Flatten, place smooth white paper between the leaves and press. Embossed marks if not too deep may be pressed out. "Leaves decaying by natural causes may be preserved by pasting over them on both sides pieces of good strong tissue paper of the same size." If acids are present in the paper the book should be stripped down to the sheets and washed in cold water. Loose leaves may be gummed in if the signature is not also loose. Lost leaves may be copied in manuscript, or photographed, or cut from a cheaper edition and gummed in. Torn leaves and broken margins should be mended with onion skin paper. Benzine placed in vessels near books will destroy worms in books and cases. Equal parts of powdered camphor and finely chopped tobacco should be sprinkled over the book shelves every six months.

Preservation of books in libraries, pt. 4, Physical damages to the leaves and sheets. R. D. MacLeod. bibliog. Lib. World. 11: 417-22. My. '09.

Faded or spotted cloth cases may be freshened by washing with a solution of equal parts of glair and water. Apply with a sponge, avoiding gilding. Rub lightly with pure, not vulcanized rubber. "If a case is torn, do not attempt to mend it by sewing it, or even gluing a piece of cloth on the outside of the cover. Insert a flat knife along the broken part to raise the cloth from the board. Cut a strip of binders' cloth, of the same colour as the case if possible, glue it, and slip it in below the part you have raised, glued side to the board. Now rub it down well. Apply glue to the inside of the material that was raised off the cover, and lay it down neatly upon the new piece. The operation can be performed most successfully in the case of cloth-bound books." Warped covers should be placed between damp blotting papers, protecting the body of the book with sheets of thick brown paper, and put under pressure. Broken corners of heavy reference books should have pigskin corners put on by a binder. Decaying leather bindings should be treated to an application of vaseline or olive oil rubbed in with the fingers. Brush mildewed leather bindings over with a light application of spirits of wine. To renovate leather, spread wet starch with a little alum added thickly over the surface, rub with an old leather glove, remove starch with a rag, rub again with a flannel containing a few drops of varnish and then with a white cloth just touched with olive oil. To make a glaze for the covers of books, "mix a heavy solution of warm glue with freshly made starch or flour paste. Add to this one fourth part of turpentine and one fourth of spirits of wine. This preparation should be applied with a soft brush, the surface being rubbed after it has dried."

Carnegie libraries.

See also Buildings.

Carnegie gifts for library buildings, 1906. Lib. J. 32: 23-4. Ja. '07.

Carnegie libraries. T. W. Koch. '06. T. W. Koch, Univ. of Mich., Ann Arbor; Same cond. Chaut. 43: 345-51. Je. '06.

Carnegie library gifts. Lib. J. 31: 123. Mr. '06.

The total amount given "up to January 1906, is 1568 gifts for library buildings, representing the sum of \$43,262,491."

Carnegie library gifts, 1907. Lib. J. 33: 19. Ja. '08.

Carnegie library gifts, 1908. Lib. J. 34: 11-2. Ja. '09.

Carnegie library gifts, 1909. Lib. J. 35: 27. Ja. '10.

Carnegie library gifts, 1910. Lib. J. 36: 123-4. Mr. '11.

Carnegie's gifts for library purposes, 1905. Lib. J. 31: 72-3. F. '06.

Carnegie's gifts to American libraries in 1904. Lib. J. 30: 20-3. Ja. '05.

Carnegie's library gifts. Lib. J. 30: 281-3. My. '05.

Gifts from 1881 to 1904. J. L. Harrison. Lib. J. 30: C110-20. S. '05.

Library gift business. A. Carnegie. il. Collier's. 43: 14-5. Je. 5, '09.

Mr. Carnegie expresses his entire satisfaction with the library gift business. Statistics as to the distribution of the Carnegie gifts are included.

Library suggestion. Dial. 46: 69-71. F. 1, '09.

It is suggested that Mr. Carnegie would encourage the publication of good and useful books, and insure a wide reading for them by purchasing 1000 copies each of such books and bestowing them upon Carnegie libraries that might otherwise not be able to have them. It is estimated that an expenditure of \$50,000 a year would place 60 new books in each of the libraries selected. A Carnegie committee on the current literary output might be entrusted with the selection of an approved list, and might even be instrumental in having the publishers take up certain manuscripts that would otherwise not be profitable enough to warrant publication.

List of Carnegie libraries with their cost. World To-Day. 8: 134-5. F. '05.

Portfolio of Carnegie libraries; being a separate issue of the illustrations from A book of Carnegie libraries. T. W. Koch. Q. viii, 120p. il. front. *\$2.50. '07. Wahr.

Public libraries and Andrew Carnegie. R. Johnson. Lib. J. 32: 440-1. O. '07.

Purpose of the Carnegie gifts. T. W. Koch. Lib. J. 30: C78-81. S. '05.

Remarkable system of Carnegie in the giving of libraries. J. I. Marcossan. map. World's Work. 9: 6092-7. Ap.; Same cond. Minn. Pub. Lib. Com. Notes. No. 3: 2-3. Je. '05.

Report on gifts and bequests to American libraries, Jan. 1 to Dec. 31, 1905. D. B. Hall. Lib. J. 31: C159-74. Ag. '06.

Statistics. Cur. Lit. 38: 99-100. F. '05.

Wisdom of the Carnegie gifts. Lib. J. 31: 105-6. Mr. '06.

Carpets, Cork. *See* Cork carpets.

Catalog cards, Printed.

See also Catalog cards for sale; Library of congress catalog cards.

A. L. A. analytical cards for periodical publications. W. C. Lane. Lib. J. 36: 632-3. D. '11.

Catalog cards, Printed—Continued.

Best book cards, American association for international conciliation. Lib. J. 36: 420. Ag. '11; Same. Pub. Lib. 16: 334-5. O. '11.

Notes on this article are given under the heading **Best books**.

Printed catalog cards; symposium. Lib. J. 36: 543-56. N. '11.

The symposium outlines the experience of the following libraries in printing and handling catalog cards: Library of congress; Harvard university; New York public library; John Crerar library; Boston public library; Carnegie library of Pittsburgh; University of Chicago library.

Printed series cards for public documents. A. C. Tilton. Pub. Lib. 15: 181-4. My. '10.

Printing of catalog cards: cooperation and coordination throughout American libraries. Lib. J. 36: 541-2. N. '11.

Report from the A. L. A. publishing board on printed cards for serials. C. W. Andrews. A. L. A. Bul. 4: 774. S. '10; Same. Pub. Lib. 15: 350-1. O. '10.

Since 1896 the publishing board has been issuing printed cards for analytical entries from a selected list of serials, but recent developments seem to demand a reorganization of the plan under which these cards have been issued. "The developments which make necessary a revision of the work are: first, the issue of the Library of congress cards; second, the extension of that work, in accordance with its recent offer, to include certain classes of desirable titles received from other librarians; third, the issue of the 'International catalogue of scientific literature'; fourth, a growing feeling that the list is altogether too miscellaneous; and fifth, the change in editor made necessary by the change in the location of the work of the board." The board recommends three moves which will result in a more satisfactory system. "In the first place, they propose to ask the Library of congress to undertake, on its own account, a few serials—strictly monographic in character or else published by the United States government—which would appear to have been overlooked. In the second place, they hope that that library will extend its offer to print titles furnished by other libraries, when five subscriptions are assured, to include material from the more important serials even if not strictly monographic in form or character. In the third place, they would be inclined to drop all special periodicals containing only short articles, and perhaps all scientific periodicals covered by the 'International catalogue'."

Catalog cards for sale.

See also Catalog cards, Printed; Library of congress catalog cards.

Catalog cards for sale to borrowers. Lib. J. 30: 87. F. '05.

The Ryerson public library, Grand Rapids, Mich., announces that "Borrowers interested in any special subject may . . . purchase catalog cards for the books on that subject, and thus form for themselves a private card catalog of the library's resources." The cards are furnished at the cost of a cent per card plus the postage if they are mailed. "The library contains nearly a hundred titles on the subject of Furniture, for instance. By depositing a dollar, a set of these cards will be sent you at once, and as fast as new books on this subject are added, the cost of cards and postage will be deducted, until the dollar is used up."

Royal library of Berlin regulations as to printed cards. Lib. J. 34: 114-5. Mr. '09.

Catalog signs. See **Placards**.

Cataloging.

See also Alphabetical arrangement; Analyticals in cataloging; Annotation; Book numbers; Capitalization; Card catalogs; Catalogs; Classification; Indexing; Library of congress catalog cards; Pamphlets; Public documents; Subject headings.

Abridged Jast code of rules for classified cataloguing. W. C. B. Sayers and J. D. Stewart. Lib. World. 7: 326-30; 8: 1-4. Je.-Jl. '05.

American library association rules—advance ed.; condensed rules for an author and title catalog. pa. '04. Lib. of Congress.

Analyzing books for a small library. E. E. Hawkins. N. Y. Libraries, 2: 261-2. Jl. '11; Excerpts. Lib. Work. 5: 45. O. '11; Excerpts. Pub. Lib. 16: 375-6. N. '11.

Notes on this article are given under the heading **Analyticals in cataloging**.

Anglo-American cataloging rules. J: Minto. Lib. Assn. Rec. 11: 289-302. Jl. '09.

A history of the work of the American library association and Library association committees on cataloging rules and a comparison of the points of difference. "Out of 174 rules it was found necessary to print two forms of the rule in only eight cases." These are all concerned with the question as to what heading the reader will be most likely to consult for the book he is in search of. The different types of catalog in vogue in the two countries are largely responsible for these differences, it being possible to revise the card catalog while the printed catalog is made once for all. The chief points of difference are those for entering concordances, princes of the blood, noblemen, changed names, married women, anonymous titles with varied spelling, translations of anonymous books and periodicals with changed names.

Anglo-American joint code of cataloging rules, 1908. G: R. Bolton. Lib. World. 12: 382-90. Ap. '10.

Author headings for United States public documents as used in the official catalog of the Superintendent of documents. 2d ed. O. 32p. '07. Supt. of doc.

Beware the librarian! Atlan. 104: 138-41. Jl. '09.

A satirical comment on the propensity of catalogers for unearthing obscure information about authors, their books and their publishers, and confusing the public by the inclusion of the non-essential in cataloging entries.

Bibliography and catalog. L. C. Kloos. Boekzaal. 3: 117-9. Ap. '09.

Bibliography and cataloging: some affinities and contrasts. F. L. Tolman. Pub. Lib. 10: 119-22. Mr. '05.

Book description. J. D. Brown. Lib. World. 8: 87-90. O. '05.

"For many years after the establishment of moveable type, the only clues to the contents or subject matter of books were furnished in the colophons. . . . Title-pages did not become gen-

Cataloging—Continued.

eral till about 1520. . . . The principal points to watch for, in cataloguing old books . . . are Latinized names of authors and editors; the use of a form of title which runs authors' names and titles in one sentence; the use of pseudonyms by authors; mysterious looking dates; and above all, the erroneous idea of subject-matter, so frequently given by a casual examination of title-pages." Latinized and often vernacular names were used for the place of publication, and Latin words and phrases for dates, but in some cases chronograms, or sentences in a kind of cipher indicated dates.

British museum cataloging rules. G. A. Stephen. *Lib. World.* 10: 401-10. My. '08.

The ninety-one cataloging rules of the British museum form the basis of all codes of scientific cataloging. They were the work of Anthony Panizzi and were presented to the trustees of the museum in 1839. "The publication of these rules met with much hostile criticism from members of the staff and from readers of literary fame, some of whom even went so far as to decry rules altogether. In 1900 a revised edition of the rules was published. These embraced a few innovations resulting from the experience gained in printing the catalog. No radical changes, however, have been made in the original rules, for it was obviously impossible to alter these essentially without re-cataloging the entire library—a task, the magnitude of which forbids contemplation. The number of these revised rules has not only been reduced from ninety-one to thirty-nine, but their former arrangement has been dispensed with and they are now arranged in logical sequence." The catalog of the museum is an author catalog only; hence the rules do not cover subject entries. "The first seriously contentious rule is No. 6, which directs that: 'In the case of saints the name to be adopted is the English form of the name by which they have been canonized; in the case of popes and sovereigns the English form of the name which they officially assume, and in the case of members of such religious orders as discard secular names, the name in religion; the original names of saints, popes, and members of religious orders being added within brackets. Princes of sovereign houses are to be entered under their Christian names only. Peers and bishops are to be entered under their family names.' In regard to that portion of the rule respecting sovereigns, saints, and members of religious orders, all cataloging authorities are agreed that generally this is the best form of treatment, but strict adherence to this rule occasionally necessitates the entry being made under that portion of the name which is least familiar to readers." The case of St. Francis Xavier is cited here. By the Museum rule he goes under Francis tho he is almost invariably referred to as Xavier. The only practical way of entering the names of bishops is to adopt the Museum plan because the ecclesiastical titles subject to frequent change. Peers however are on a different basis. It is argued for the rule that the family name does not change, that often founders of noble families are as well known by their family names as by their titles, and that by this entry members of the same family are brought together. Objectors say that noblemen are always spoken of by their titles, their ordinary signature is their title only, and that their family name is seldom on the title-pages of their works. The A. L. A., Bodleian, Cutter and the L. A. all make the entry under the title except when the family name is decidedly better known. The next rule taken up is No. 11. "In compound English and Dutch surnames the last name is to be preferred." The exception to this is the debatable point, viz., "In the case of authors who change their name, or add to it a second, after having begun to publish under the first, the heading is to consist of the original name followed by the word 'afterward' and the name subsequently adopted. . . . So far as the British museum catalog is concerned there seems to be no legitimate objection to this dual rule regarding compound names, because it is quite conceivable that at the time a

modern author changes his name, or converts it into a compound one, the catalog may already contain entries under his first name. Thus, if the rule of selecting the last name were to be adhered to without exception, either all previous entries in the existing catalog would have to be deleted and entered under the new name, or an author's works must appear in two places in the catalog." But in the case of a man who has changed his name, as Sir Francis Palgrave, who after he had issued two slight publications, changed his name from Cohen to Palgrave, the drawback is serious. All his works are entered under Cohen, a name not known to the majority of readers. "Initials denoting authorship are to be adopted as headings. Where they represent the name of a person the last letter is to be taken as representing a surname." The Bodleian treats such books as anonymous, and makes a cross-reference from initials. Cutter and the L. A. agree with the Museum plan. But initials are not easy to remember and books published with initials on the title page are often referred to by their titles only. "The treatment of series of books has not received that consideration which one would have expected. Clause (b) of rule 24 provides for an entry under the name of the editor, but not for a detailed list of the volumes in the series. Should a person know only the title of a book in a series, he thus has no means of ascertaining whether or no it is contained in the library. . . . Objection is frequently made to the special headings provided for various classes of books, viz., Academies, Periodical publications, Ephemerides, Catalogs, etc. (rule 25), which are in fact alien to an author catalog, these being strictly speaking form entries. The practical advantages accruing from this plan are (a) that the principal disturbing elements are concentrated in two or three places, (b) that it gives a conspectus of the works in a particular class." Under Academies the publications of institutions and learned societies are "collected and classified under the name or country where the institution is situated or where the society holds its meetings." Periodicals are entered "under the general heading Periodical publications followed by the name of the place of publication." This is a very doubtful method. The titles of periodicals seldom include the name of the place of publication. "The index to the periodicals which is provided of course guides to the place of entry, but this necessitates a second reference." In the absence of declared authorship for a book it is to be entered (a) Under the person named or described on the title-page. (b) If it concerns a collective body or institution under its name, (c) if it concerns a place or object under the name of the place or object, where these rules do not apply the heading is to be (d) the name of a person or place forming a necessary part of the title, or (e) the first substantive in the title, or (f) the first word other than an article. The great fault is that "no provision is made for a first word entry in every instance." Even when the authorship of anonymous books is known the Museum still puts them under the title and so often the works of an author are divided. As an example, the anonymous editions of Waverley are entered under Waverley, the other editions under Scott. The Museum rule on pseudonyms is to treat them as real names. The result is that an author's works are scattered if he has published works under his correct name, another pseudonym, initials, or anonymously into that many different places.

Catalog notes. J. E. Elliott. *Wis. Lib. Bul.* 4: 52-3. Je. '08.

The notes contain pertinent suggestions on short form analytics, analytic paging, and substitutes for the forms see and see also. Examples are given on each point discussed.

Catalog rules: author and title entries; comp. by committees of the American library association and (British) library association. American ed. Q. 88p. 60c. '08. A. L. A.

Cataloging—Continued.

Cataloging bureau for public libraries; symposium. *Library*, n.s. 6:86-93. Ja. '05.

Cooperation is desirable because of the shocking waste of time and energy expended on the production of catalogs at present.

Cataloging for a system of branch libraries. T. Hitchler. *A. L. A. Bul.* 3: 397-400. S. '09.

"In order that the work may be done as systematically, as uniformly and as expeditiously as possible, a union catalog and a union shelf list of all books contained in the system, in whatever branch they may be located, should be accessible on cards, the one in alphabetic, the other in classed order, at the central library, or lacking such, at the main branch or administration offices. By this means only is it possible for the library to avoid duplication of book orders, and prevent duplication of and errors and inconsistencies in class and book numbers and subject headings. . . . The various branches and stations, however, in which a book is contained, should be indicated on the main card, in order that the book order department, the interchange department and any inquiring librarian or borrower may ascertain at a glance where the book may be found. On the union shelf list card for each book should be recorded not only the branches containing the book, but the number of copies in each branch and the history of each one; i.e., whether still doing active service among the reading public, or whether lost, discarded or transferred to another branch. . . . In the Brooklyn public library, the difference between the union catalog and the branch catalogs lies mainly in the brevity of the entries on the cards, main and secondary, in the branch catalogs, but does not affect the form or number of subject headings in the least. The same subject headings which are assigned for the union catalog are assigned for the branch catalogs, and the same amount of analytic work, if not more, is done for the latter as for the former. Sometimes, in fact whenever it seems desirable, books are analyzed more minutely for the branches than is considered necessary for the main catalog, which, because of its quantity of material, often does not require this close work. . . . Many libraries are advocating the use of modified or simplified headings for the children's catalog, yet thus far I have not seen any cogent reason for such a departure. Children remain children for so short a time and graduate from the juvenile to the adult books and catalog, in so few years that for this reason alone it would seem inadvisable to necessitate their learning practically two sets of headings." Before book orders are placed, Library of congress cards for as many branches as are indicated on the order cards are ordered. "After the book has been checked by the book order department it is transferred to the cataloging department, where it is first bookplated, then accessioned, after which it is looked up in the union catalog. If new to the system and if the author is not already represented by other works in the catalog, it goes first to the reference assistant for full name, then to the classifier to have class and book number assigned, then to the 'subject header,' then back to the assistant who looked it up in the first place, who makes the full catalog slip and marks the book for branch cataloging on the title page, indicating subjects and cross references on the verso of the title page. Congressional cards for the branch are looked up and placed in the book if there are any. The catalog slip is left in the book and revised by the superintendent, after which the slip is removed and the book placed on its special shelf ready to be sent to the branch to which it was assigned. There the branch cards are made—a mere matter of copying, since the actual work has been done at headquarters—and sent to headquarters to be revised before being filed in the branch catalog."

Cataloging for small college libraries. F. R. Foote. *A. L. A. Bul.* 5: 220-4. Jl. '11.

Where there is little assistance in the library, cataloging must be done as quickly as possible because the efficiency of student attendants largely depends upon the catalog. A dictionary catalog is best suited to all needs, and the general trend toward uniformity in cataloging practice will help the cataloger in making such a catalog. "The longer one works with any of the codes of rules in general use today the more one realizes that they are founded on sound common sense as well as scholarly research." The use of the Library of congress cards is advisable, tho it is not always well to use as many sub-divisions in subject headings as are suggested on these cards. Such practice is necessary in large libraries but can easily be overdone in small ones. The use of red ink for subject headings is very desirable as it is often confusing in consulting a card catalog to distinguish between author and subject entries. In analytical entries much attention should be paid to the entering of bibliographies and maps. "Historical maps are always in demand."

Cataloging for small libraries. T. Hitchler. (*A. L. A. pub. bd.*, Library tract, no. 7.) D. 84p. pa. 15c. '05. American library association.

Cataloging in a small city library. A. M. Chapin. *A. L. A. Bul.* 5: 218-20. Jl. '11; Same. *N. Y. Libraries.* 3: 13-4. O. '11.

"The first rule is to make the catalog simple. The second is to make the entries and imprints brief. They should be as brief and as simple as can be done without taking away from the clearness of the catalog." Names should be entered uniformly but it is not necessary to look up full names or dates. "The best rule is to enter always the name by which the author is most commonly known." The imprint may be shortened by leaving out size, pages, illustrations and plates in most cases. "In fiction use only the author's name, the title and date." The classification number and possibly the Cutter numbers may be omitted. In non-fiction it is rarely essential to carry the classification beyond two decimal points. Subject analyticals are very essential in a small library. "The shelf-list card may be shortened to a mere entry of author and brief title."

Cataloging in small libraries. E. P. McDonnell. *Wash. Lib. Assn. Bul.* 2: 2-5. Ja. '06.

"The catalog is the only method of making each book yield the greatest possible value and of making instantly available any information that the library may contain. Even an indifferent collection of books can be made to render good service by means of a good catalog. In order to compile such a catalog it is necessary that certain particulars be given descriptive of the books, but in such a way that while the entries afford all the needful information to the person well versed in books, they shall at the same time be so simple in character as to be understood with very little effort by anyone of average intelligence. Its value depends not upon its extent or size, but upon the exactness of the method by which the information given is digested and concentrated. . . . A printed catalog is out of date as soon as printed and too expensive to be considered by the small library. The catalog made on cards filed in trays in a cabinet may be kept strictly up to date, as cards may be inserted as fast as new books are cataloged." The catalog should contain the author, title and generally the subject of every book in the library. "A shelf card should be made first for each book, with the author, brief title, and accession number which

Cataloging—Continued.

will enable the librarian to refer from the brief entry of a book to the full information in the accession book. . . . This shelf list is indispensable to the librarian in numbering the books and in checking the library to find what books are missing or out of place. It is arranged in the tray according to the call-number as the books stand on the shelf and is a complete class list of the books in the library for the use of the librarian. . . . Neither paging nor size of volume need be given by the small library. A rule might be made to give no paging unless the book has fewer than 100 pages or more than 500. Mention of illustrations might be dispensed with in novels, unless they are a special feature of the book, being by some celebrated illustrator. No need of the publisher and small need of the place. Give date of book only in travel, science and useful arts, as it is important here. Contents should be given in the case of essays, short stories, dramas, etc., even tho each one may have its entry under its title on a separate card."

Cataloging materials and technique. W. C. B. Sayers and J. D. Stewart. Lib. World. 7: 288-90. My. '05.

Cataloging methods. C. Bacon. A. L. A. Bul. 3: 204-6. S. '09.

Cataloging of early printing in the United States prior to 1800. F. Neumann. Lib. J. 31: 669-71. S. '06.

Cataloging of prints. F. Weitenkamp. Lib. J. 32: 408-9. S. '07.

Cataloging rules: author and title entries, compiled by the committees of the American library association and the Library association. Review. Lib. World. 11: 467-72. Je. '09.

"The general average of library literature is not so good as it was on either side of the Atlantic, and particularly is it poorer on the other side of the water. Perhaps the ideas of the American librarian have become somewhat stereotyped, and the modern librarian there is content with the laurels his, or her, fathers won. It is certain that if one turns to the old volumes of the Library Journal or Public Libraries, one finds excellent articles abounding in practical suggestion, while a glance at the same magazines to-day shows no new ideas, but plenty of excellent sentiments which, admirable in their way, are of little use to the man who has heard them a thousand times. We are a little more practical over here, but the quality of our professional literature is not rising. . . . The definitions—there are fifty-eight of them—seem satisfactory. We are glad to see for the first time satisfactory definitions of such terms as 'series' and 'folio,' and the definition under 'author'—the writer or maker of, or the person or body immediately responsible for the existence of a book—is an improvement. Some of the explanations might profitably have been extended; they are nearly all of telegraphic laconicity; but we must remember that they introduce a code of rules and not a treatise on the art of cataloging. The code itself is written in the imperative mood, the explanations only being given in the gentler indicative. It is, therefore, apparently an unanswerable set of instructions as to cataloging practice. But a brief examination dispels this view somewhat. The two national committees have not always coincided in opinion, although the differences are remarkably few; in cases of difference the alternative decisions are printed together, and the judgment of the cataloguer is immediately called into exercise in choosing between them. Alternative rules by the Library of congress, Linderfeldt, Cutter, the British museum, Bod-

leian, and other authorities are also given with some frequency. All this enhances the work as a book of reference, but makes its application a matter of much discretion. The first twenty-two rules deal with question of 'under whom as author.' . . . Two-and-a-half pages are devoted to dissertations alone, the variant practice of the Library of congress being cited very fully. An interesting rule, principally because of the example given, is that relating to illustrators. Where books are entirely of illustrations or notable on account of them, the work is to be entered under the name of the illustrator with a reference from the mere author; when the illustrations are of secondary importance the principal entry is to be under the author, with an added entry under the artist. Are we to assume that all books with illustrations are to have an added entry under the artists? It would result in an interesting set of entries, but of doubtful value. Forester and Omond's Bruges and West Flanders, which is here given under Omond, should, it seems to us, certainly have been placed under Forester. The rule contradicts the title page and the character of the book. We have here already an example of the necessity of judgment in cataloging which makes it an art rather than a science. The rules for entering engravers, cartographers, architects, music, heraldic visitations, and bulls, present only minor changes from wonted practice. That under commentaries is rather new. Cutter, it will be remembered, places a commentary under the author of the text, provided that it is entitled 'Commentary on . . . ' and not . . . 'with a commentary.' The new rule is to place the commentary under the author of the text, which we think distinctly better. The rule has, however, a number of what we think to be unnecessary exceptions. It seems to us that a commentary of whatever kind should invariably be placed under the author of the work commented upon, although reference should be made from the commentator. Again we think the rule for continuations should be inverted. It determines that a continuation which is in the form of an independent work with a separate title should go under the author who continues the work. But if it is a continuation it cannot be an independent work, and it logically follows the work it supplements, just as it stands beside it on the shelf. Names are to be given in full except in cases such as Charles John Huffam Dickens, where the author consistently ignored some part of his name. They are also to be in the vernacular form, a new and perfectly logical rule which has much to commend it, but which positively bristles with difficulties when used in a popular catalogue. The treatment of compound names is upon the opposition principle from that of the ordinary name. A name is entered under the vernacular form, first, because the former use of Anglicised form was—according to Cutter—a concession to popular ignorance, which can no longer be made, and, second, because the tendency is always towards the real name. Hence the rules require that writers using pseudonyms, as George Eliot and Voltaire, shall be entered under their real names. But the rule for compound names determines that they are to be entered under the first part of the name. . . . But if the tendency is always towards the real name, what becomes of the rule? A further highly controversial rule is the adoption of the family name of noblemen as the entry word; to us this is highly ludicrous, although we are quite aware that Bacon is better known by that name than as Viscount St. Albans, but Lord Kelvin is not better known as Sir William Thomson, nor is Lord Lytton better known as Bulwer. The rule has reason to commend it of course, but Mr. Brown notwithstanding, is very inconvenient. Rule 41, which requires that married women be entered under the name under which they first began to write, is also interesting. To think of Mrs. Sidney Webb as Beatrice Potter requires a slight mental feat, however."

Cataloging—Continued.

Cataloging: suggestions for the small public library. E. Crawford. D. 45p. pa. 25c. '06. Library bureau.

"A revised and enlarged re-issue of Miss Crawford's practical and suggestive little handbook, originally published in 1900."

Catalogues for children. W. C. B. Sayers and J. D. Stewart. Lib. Assn. Rec. 7: 377-91. Ag. '05.

The present method of cataloging for children is unsatisfactory because of its complexity occasioned by the librarian having in mind the adult rather than the child reader. "However excellently and scientifically compiled it may be, the juvenile catalogue fails if there appear in it terms or phrases either in the entry or the annotation that are not readily understood by the child. . . . The point of view adopted throughout has been that the cataloguer should place himself in the position of the reader of the book." To assist the cataloguer in compiling a simple yet systematic catalog for children the author gives a complete code of rules and examples. Ordinary definitions precede the general rules, which are followed by detailed directions for punctuation and capitalization, for getting the actual entry arranged under its various parts, for making the index and for annotation.

Change of name of corporate bodies: a suggestion for the cataloger. T. F. Currier. Lib. J. 35: 202-5. My. '10.

Classification and arrangement of local collections. R. T. Richardson. Lib. Assn. Rec. 7: 12-8. Ja. '05.

Classifying and cataloging public documents. W: R. Reinick. Pub. Lib. 11: 51-3. F. '06.

Common sense in cataloging small libraries. A. Van Valkenburgh. Lib. J. 31: C127-9. Ag. '06.

A catalog should place "the contents of a library at the disposal of the public in the clearest, simplest and easiest form." It is well to use "the capitalization in ordinary use by the best writers." For the small library "it is only necessary to give the author, all of the title which will serve to explain the contents of the book, translator or editor, series if well known, and date. Do not use colon substitutes for Christian names. Give the Christian name in full if there is but one, if two or more give initials for the others, "unless the author elects to place the emphasis on his middle name." A brief biographical sketch of each person on every card is a waste of time. Dates of birth and death are unnecessary except in exceptional cases. In subject cataloging breadth, not depth of learning, is desirable for the cataloger. Analyticals are the most useful feature of a catalog and should be freely made. "Ability to judge of the importance of articles grows with experience." The American library association list of headings is an indispensable tool. Subject entries should be made as easy to understand as possible, and cross-references are very essential.

—Discussion. Lib. J. 31: C237-9. Ag. '06.

Considerations of the cost of cataloging. W: W. Bishop. Lib. J. 30: 10-4. Ja. '05.

Cost of cataloging varies from \$0.1282 to \$0.60 per title. Cost variation depends on the kind of books, thoroughness of references, number of cards, etc.

Construction of the subject-catalogue. G. Vine. Lib. Assn. Rec. 11: 486-507. N. '09.

Access to the shelves and a classified sub-

ject catalog cannot efficiently take the place of an alphabetical subject catalog. Thoro analysis of the contents of books is important. Compound headings, such as Brahminism and Hinduism, holy places, miracles and relics, war and peace with their proper cross references are a satisfactory method of gathering up related topics. General headings, such as eschatology may conveniently have such subdivisions as general, biblical, apocalyptic and apocryphal, medieval and modern in general, non-Christian, particular topics. This last subdivision has five subdivisions: 1. Death, immortality, resurrection; 2. Second advent, millennium, judgment; 3. Intermediate state comprising paradise, purgatory, etc.; 4. Heaven, 5. Hell, eternal punishment, conditional immortality, universalism. This is an unobjectionable introduction of classified entry, not inconsistent with the general alphabetical plan of the index. Fortescue's Subject index of the modern works added to the library of the British Museum is the most useful aid in deciding which divisions of any class are to have independent headings in a catalog. Cross references can be made to do duty for duplicate entry in many cases. The Century dictionary is a valuable aid in the choice of subject names. Headings should consist of substantives, not of adjectives preceding substantives: Architecture, Gothic, not Gothic architecture. Titles may be so annotated as to show the scope of the work.

Co-operative cataloging. Lib. Work. 2: 1-2. Ap.; Same. Lib. J. 33: 232-3. Je. '08.

Cooperative cataloging. H. Nyhuus. For Folke-og Barneboksamlinger. 5: 7-13. F. '11.

Corporate entry, Rules for. J. C. M. Hanson. Lib. J. 30: 72-80. F. '05.

Report of the catalog committee of the A. L. A. for revising the A. L. A. rules, on the main changes decided upon by them at their meeting in March, 1904, with a "survey of the present status of the rules for corporate authorship . . . [and brief enumeration] of the chief methods which have been, or actually are applied in American, English, and other libraries which tend toward author rather than title entry for publications emanating from bodies of men or corporations."

Cutter's last words on cataloging. Pub. Lib. 10: 17. Ja. '05.

Essentials of co-operative cataloging. E. Crawford. Pub. Lib. 13: 201-6. Je. '08.

Notes on this article are given under the heading Cooperation.

Formation of an advisory board on cataloging and classification. T: Aldred. Lib. Assn. Rec. 9: 167-72. Ap. '07.

Further notes on the number of catalog cards to a book. W: W. Bishop. Lib. J. 31: 270-1. Je. '06.

Future of the catalog. H. Barlow. Lib. Asst. 5: 239-43. Mr. '07.

A plea for cooperative cataloging. Notes on this article are given under the heading Cooperation.

Guide to the system of cataloging of the reference library; [New South Wales public library, Sydney] with rules for cataloging, the relative decimal classification, and headings used in the subject-index, by H: C. L. Anderson. 4th ed. March, 1902. Q. 393p. pa. bds. '02 W: A. Gulick, gov. printer, Sydney.

How to catalog a small library. W. R. Eastman. Pub. Lib. 11: 314. Je. '06.

Cataloging—Continued.

Instruction in cataloging in library schools. A. B. Kroeger. Lib. J. 32: 108-11. Mr. '07.

A synopsis of this article is given under the heading Library schools.

International cataloging rules; inquiry for the preparation of a scheme of international catalog rules. Lib. J. 35: 429-34. O. '10.

The Anglo-American rules should be adopted as the basis of international rules because "little need be done to render their universal application possible." Already most of them are so formulated that their scope is international. Universal rules are necessary to establish international cooperation. Suggestions are given on forms of names, alphabetical order, international words, adjectives, etc.

Learning to catalog. O. E. Clarke. Lib. Asst. 6: 116-20. My. '08.

"The chief aim of the cataloger must be to compile a catalog which shall be a complete index of the books in the library, rendering them as accessible as possible to every class of readers. The ideal catalog should be so compiled that the readers may be assisted to borrow books they will really appreciate, and that students may be helped to make a wise and useful choice." This may be attained by "the judicious use of annotated entries indicating the scope, objects and special features of the books, both fictional and non-fictional." Juniors should study the code in use in the library by which they are employed. A list of books helpful in cataloging is given by Miss Clarke.

List of books for free high school libraries with instructions for cataloging. O. 187p. '09. Education dept., Madison, Wis.

Contains elaborate instructions for cataloging and caring for books in a school library. The actual cataloging forms are printed and minute subject headings suggested.

Manual of library cataloging, by J. H. Quinn. O. *5s. Library supply co., London.

Multigraph and the flexotype in cataloging work. M. L. Raney. Lib. J. 36: 629-32. D. '11.

Name-making and cataloging of names. J. N. Eno. Lib. J. 35: 553-5. D. '10.

The proper form under which to enter names of authors frequently offers a problem to catalogers. A knowledge of the methods of naming and the makeup of names is of great assistance oftentimes. This information is supplied by Mr. Eno in a clear and concise way.

New cataloging code as a contribution to library development. Lib. Assn. Rec. 11: 374-5. Ag. '09.

Outline for recataloging a library. H. P. Sawyer. Wis. Lib. Bul. 6: 78-9. Je. '10.

Picture collections in small libraries. G. E. Salisbury. (Instructional department, no. 3.) 20p. pa. Wis. Free Lib. Com., Madison, Wis.

A catalog of pictures is very necessary and is primarily a subject catalog tho it should include some entries under the name of the artist. Rules for cataloging are given and sample cards shown.

Principles of cataloging. E. W. Hulme. Lib. Assn. Rec. 8: 31-45. F. '06.

Mr. Hulme takes it for granted that catalogs are published in two sections, viz., author and title, and subject. Every book should be represented by one full entry at least in the author and title catalog. Form divisions of literature such as dictionaries, encyclopaedies, gazeteers, atlases, periodicals, sermons, or fiction should appear here. "Biography, criticism, and controversy whether relating to the individual author, his works singly or collectively, or the acts and administration of corporate bodies" should appear in the author and title catalog. As regards the subject catalog "there can be no code of rules for dictionary subject cataloging as opposed to class cataloging." There should be uniformity of practice in the selection of headings between the large and small libraries. Mr. Hulme proposes the following "appendix of rules to be substituted for rules bearing the corresponding numbers in the provisional code of the catalogue rules committee. (1). The choice of a heading for a main entry must be based upon information supplied in the work itself, except as provided for in rules 26 and 28. When the author's name is stated in the work, his name is to constitute the heading. Rule 26. Pseudonyms are to be treated as real names with the addition to the heading of the abbreviation pseud., followed by the real name of the author within brackets. Except that works originally published under a pseudonym and subsequently republished with the author's name are to be entered under the author heading with a reference from the pseudonym. . . . Rule 28. When the author's name is not stated in the work, the first word other than an article of the title of the work is to constitute the heading. A reference is to be made from the author's name, when ascertained. But works originally published anonymously and subsequently republished with the author's name are to be entered under the author heading, with a reference from the first word of the title of the anonymous edition. The same treatment to be applied to reprints of recognized classics from which the author's name has been omitted. . . . (3.) Forenames are to be given in the form used by the writers; i.e., forenames not used by a writer are to be omitted, and initials are to remain unexpanded. If a writer's practice is not consistent, his forenames are to be given in full. . . . References from the full forenames, or from the most distinctive forename of a writer to be made at the discretion of the cataloger. (4.) Compound names, excepting English and Dutch, are to be entered under the first part of the name. If the form of a surname adopted by the writer differs from the family name, the former is to constitute the heading. In compound English and Dutch surnames the last name is to be adopted."

Punctuation of catalogs. E. J. Bell. Lib. World. 11: 38-9. Jl. '08.

Questions in cataloging rules. J. C. M. Hanson. Lib. J. 30: 278-9. My. '05.

"We find it necessary . . . to give the full names for purposes of distinction in so many cases that it saves time to do it uniformly from the beginning, not to mention the advantage, to those who can appreciate it, of being able to obtain these data."

Report of A. L. A. special committee on cataloging. Pub. Lib. 10: 516-9. D. '05.

The report concerns itself with "securing better catalog facilities for small libraries through the agency of printed cards."

Report of the catalog rules committee, 1907. J. C. M. Hanson. A. L. A. Bul. 1: 47-52. Jl. '07.

The report gives the points of difference between the A. L. A. catalog rules committee and the British committee.

Cataloging—Continued.

Report of the catalog'rules committee, 1908. A. L. A. Bul. 2: 171-3. S. '08.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bul. 2: 229-31. S. '08.

Rules for an author and title sheaf catalog. J. D. Stewart. Lib. World. 10: 281-3, 364-7. F., Ap. '08.

These rules are illustrated by sample cards showing how and where to make the entries on the slips.

Selection and cataloging of books. E. F. L. Gauss. System. 10: 439-42. O. '06.

A description is given of the processes which any library, large or small, uses for the buying, classifying and circulating of books.

Signs and symbols in cataloguing. W. J. Jackson. Lib. World. 13: 161-5. D. '10.

Attention is called to the importance of minor details in cataloging. More care should be taken in the matter of accent marks used in foreign languages. The omission of an accent may change the meaning of a word. Punctuation is another matter of importance which is sometimes neglected. "Cataloging is made up of small things, and unless these be uniformly and scientifically treated, the finished production not only loses a measure of its utility but remains, at least, an eyesore to those responsible for its compilation. It cannot be too often repeated, that to ensure good results, careful attention must be paid to apparently minor details, while the application of accurate knowledge to minute points, gives a distinct advantage to those who possess it."

Simplifying methods. B. Winsor. Lib. J. 31: C266-7. Ag. '06.

Buy all catalog cards if possible from the Library of congress and cross off everything that is confusing. "Use imprint only on author cards. . . . Don't use red ink for subject headings. It wastes time."

Some points in cataloging. J. C. M. Hanson. Pub. Lib. 11: 62-3. F. '06.

Special rules on cataloging. United States. Library of congress. Catalog division. 5c. '06. Supt. of doc.

Technical notes for small libraries. M. E. Hazeltine. Wis. Lib. Bul. 2: 44. My. '06.

The underscoring of authors' names on catalog cards "was originally used to indicate to the printer the style of type in case the catalog should ever be printed. . . . This form is almost obsolete and should be omitted from all cards, as it does not add anything to the reader's information, and other methods of tracing supersede it for the cataloger." Use the best-known form of the author's name. If an author who is well-known marries "do not change the form of entry to the less known married name." Omissions can be made from the catalog card as follows: "accession number from the back of the author card; place of publication from the imprint except for obscure publishers; pages from the collection; number of series from series note; number of copies from face of card. These items are rarely needed by the public, and may always be found in other records, or reference books. Their omission means the saving of much time in the end, which can be used to better advantage in other departments of library work."

Thoughts on cataloging and catalogers. A. Keogh. A. L. A. Bul. 2: 360-1. S. '08; Excerpts. Pub. Lib. 13: 246-7. Jl. '08.

"The catalog should be simple. It is designed to answer certain questions, and the best catalog answers these questions with the least trouble to the user. It should be a labor-saving and not a trouble-making device. It should reveal and not repel. Theoretical considerations should therefore always give way to facility of use. The catalog should be complete as well as simple. It should give different methods of approach to the books, and should, therefore, be in as many different forms as possible. It should be a complete index to the contents of the library. While analytical work is beyond the means of any library or of any single cataloger, it is not beyond the means of libraries as a whole, or the ability of the cataloging profession. Every cataloger should take an active part in cooperative efforts and should use the results of such efforts as part of his own catalog. The catalog should, finally, be complete to date, special effort being made to list promptly the most recent accessions."

Thoughts on reference librarians, by a cataloger. C. B. Roden. A. L. A. Bul. 2: 361-70. S. '08.

Notes on this article are given under the heading Reference work.

Uniformity in cataloging. Lib. Work. 1: 69. Mr. '07.

Variation from the A. L. A. rules—advance edition, in Library of congress cards, 1898-date. Lib. J. 30: C186-91. S. '05.

Vice of consistency. A. J. Hawkes. Lib. World. 12: 183-6. N. '09.

Catalogs.

See also Alphabetical arrangement; Annotation; Booksellers' catalogs; Card catalogs; Cataloging; Catalogs, Sheaf; Classification; International catalog of scientific literature; Library of congress catalog cards; Trade catalogs.

British museum catalog. See British museum.

Bull in the (library) china shop. W. I. Fletcher. Pub. Lib. 11: 549-50. D. '06.

"All other things being equal, that will be the best library which is the best classified, but any very finely worked up scheme of classification is likely to become an object of veneration and a stumbling block in the way of good, honest work in adapting the arrangement of a library to its needs and uses. . . . I do not wish to decry the card catalog, but I would deprecate the disposition to make it something to which all inquirers can go. Subject entries make a hard time for the reader, and even a fine system of cross references will not make the inquirer's road one of sure success."

Catalog of incunabula. R. A. Peddie. Lib. World. 10: 325-8. Mr. '08.

Catalogs of the Bodleian library, Oxford. T. W. Tuck. Lib. World. 12: 413-8, 447-52. My.-Je. '10.

Catalogue of the future. S. T. Ewart. Lib. World. 12: 298-300. F. '10.

Different kinds of catalogs. Bibliothekar. 1: 47-8. S. '09.

Catalogs—Continued.

Future of the catalog. W: I. Fletcher. Lib. J. 30: 141-4. Mr. '05.

The dictionary catalog is classed as a literary superstition. In the future Mr. Fletcher would place large reliance on class lists. "For each subject which forms a heading in the shelf-lists we will have a card headed with the name of the subject and merely referring to the number in the shelf-list. Thus we will save the inane duplication between subject-catalog and shelf-list so often found. In the same alphabetical arrangement will appear all title cards, and such cards will be made for all books except those clearly not needing them. There will also be cards for a great number of individual subjects, as names of persons and of places, and thousands of other subject headings not found as headings in the shelf-lists, and on these cards the individual books will be entered. These three features, entry under individual and minute subjects, reference to shelf-lists for more general ones, and entry under title will serve pretty well the purposes of the usual subject catalog with the very important exception—that of analyticals. As to analyticals, I cannot believe that the catalog of the future is going to be burdened with them. Their purpose is to be served otherwise, through what we might roughly call bibliographies. . . . For another feature our subject-catalog will contain references on a great many subjects to special bibliographies and reading-lists. . . . We have substituted two important new factors for the catalog. . . . The two factors are, first, access to minutely classified books on the shelves, and second the reference librarian, or in smaller libraries the librarian acting as guide, philosopher and friend."

German subject catalogs. F. W. Lib. J. 35: 119. Mr. '10.

Library catalogues: their effects and defects. R. F. Bullen. Lib. Asst. 5: 235-9. Mr. '07.

Shall the catalog "be an author catalog, with an index to subjects; a classified catalog, with an index to authors; or a dictionary catalog, embracing both indices in one alphabet." The author catalog is out of fashion and is only good as a temporary measure. The main object of a catalog is to make its consultation easy to the person of ordinary intelligence. The greatest advantage of a "dictionary catalog is its time-saving feature of simple alphabetisation. . . . In the logically arranged classified catalog all works contained in the library on closely related subjects are supposed to be grouped together and presented to the inquirer as a whole. In a general sense this is true, but it depends in a measure from what point you view the subject and what scheme of classification has been adopted." But if it is to satisfactorily take the place of the dictionary catalog it must be provided with two thorow indexes. The "index to subjects, should embrace not only all headings used in the catalog, but all synonyms of such headings and all secondary subjects embodied in one title. . . . The other index should be of authors. This should not merely refer to the pages in the catalog where books by the author appear, but should give titles, abbreviated if necessary, and call numbers to all books, and should include fiction." A union or combined catalog for all libraries under one administration is desirable.

Library commission, the small library and the card catalog. A. S. Tyler. A. L. A. Bul. 2: 370-2. S. '08.

"With free access to the books and the shelf arrangement by the decimal classification the small library can serve the people adequately and well, with an author catalog, a title list of fiction, and of course a shelflist on cards, if by some means the librarian is able to give the library an atmosphere of welcome and knows

her books. It does not seem essential, with a library of say under 2,000 volumes, that a dictionary catalog be made, when there are so many other things much more vital that take every moment of the librarian's time." If a card catalog is to be made, the subject analytic would be the most important one the library could have. "As to the fulness of entry on the catalog card" it is unnecessary to get the full name of the author, titles may be abridged, and all other information omitted except publisher, date and number of volumes if more than one. "No plan for records or catalogs should be introduced into a small library that will be an impossibility for the local librarian to continue, or that will become a burden in the future."

New Hampstead catalogue. E. A. Savage. Lib. World. 8: 321-2. Je. '06.

The annotations given under subject entries are the chief features in this dictionary catalog. They are brief and non-critical. "Notes of the following kind appear throughout the catalog: 'An easy introduction,' 'for general readers,' 'non-mathematical,' 'more technical and mathematical than Newcomb (554D),' 'requires an elementary knowledge of Euclid,' 'algebra, and the geometry of planes and spheres. For beginners chiefly,' and so on."

New subject-index of the London library. H: R. Tedder. Lib. Assn. Rec. 11: 476-85. N. '09.

Upon undertaking the compilation of a subject index to a printed author catalog of nearly 250,000 volumes, the books were all re-examined. The arrangement of entries in the index is alphabetical. Novels, dramatic pieces, poetry, miscellaneous essays, light literature and biographies of modern persons of no importance have been largely omitted. The publications of learned societies and institutions were carefully indexed. The A. L. A. list of subject headings was used as a foundation, and modified as need arose. There are about 9,000 subject headings. Simple English words are used as subject names. General headings are followed by many sub-headings.

Plea for an international catalog of technological literature. F: J. Teggart. Pub. Lib. 10: 114-5. Mr. '05.

Subject catalogs of the Library of congress. J. C. M. Hanson. A. L. A. Bul. 3: 385-97. S. '09.

Three of the earliest book catalogs. H. O. Severance. Pub. Lib. 10: 116-7. Mr. '05.

Catalogs, Card. See Card catalogs.

Catalogs, Printed.

Are printed catalogs desirable for open-access libraries? J. D. Young. Lib. Asst. 7: 123-9. Ap. '10.

"The most natural guide to a collection of books should be another book, one of themselves. Anything except a book has somewhat of the appearance of an interloper; it is a foreigner, a piece of strange material thrust into the general scheme of the place and not fitting very well there. . . . The quiet tranquillity of one's own chamber is the natural place for study; and I am of opinion that a necessary part of study is the calm perusal and contemplation of the literature of the subject under consideration. A hasty glance in the card catalog at the library is no adequate substitute for this. . . . The expense of a printed catalog may easily be overestimated. Much of the initial outlay is recouped by its sale. Frequently the real cost is not more than 25 per cent of the initial outlay."

Catalogs, Printed—Continued.

Calls for printed catalog. A. W. N. Y. Libraries. 1: 249. Jl. '09.

Co-operatively printed catalog. H. W. Wilson. *Bibliog. Soc. of Am. Proc. and papers.* 3: 29-42. '08; *Same Lib. Work.* 2: 143-7. O. '08.

A headquarters catalog made up of linotype slugs from which printed catalogs of the whole list or various selections from it could be made quickly and cheaply is suggested. Such a catalog should contain all of the books listed in the A. L. A. catalog and the A. L. A. booklist and all favorably reviewed in the Book review digest. Classification and book numbers should be given for these. Proof sheets of this catalog might be used by libraries as a basis of selection. When checked and sent into headquarters, the printed catalog should be in the hands of patrons within ten days. This would be practically an up-to-date catalog in most libraries. Supplements to this catalog "might be printed and cumulated in any manner which a particular library might desire. It is quite feasible to print weekly cumulated supplements, cataloging the accessions of the month up-to-date; monthly cumulated supplements, cataloging the accessions of the year up-to-date; and annual supplements, cumulated until a new edition of the complete catalog is required. In many libraries monthly or even quarterly cumulations would be sufficient. It would not be necessary in small libraries to print catalogs at definite periods, but better always to publish a new cumulated supplement whenever ordering a considerable number of new books. The printed catalog would be supplemented, as is the card catalog, by the usual methods of advertising recent accessions, such as lists posted on bulletin boards and a few shelves of the latest books open to the public. . . . This catalog printed monthly, cumulated quarterly and annually, and with annuals cumulated every two or three years, would, it is estimated, cost, during a five-year period, about the same as a card catalog—from twenty-five to fifty cents a book. An entire new catalog should be printed every three or five years. While it is impossible to make exact comparison with present methods as to cost, there is no doubt that the printed catalog, supplemented and reprinted in a manner to make it entirely acceptable, can be published at an expense not to exceed that of the card catalog. In considering the cost of the home-made catalog a part of the general expenses for rent, heat, light, stationery, typewriters, etc., should be included."

Is the printed catalogue desirable for open access libraries? W. C. B. Sayers. *Lib. Asst.* 7: 209-13. Ag. '10.

"In Utopia—wherever that undiscovered country may be—if libraries exist there, and existing have books and methods in any way resembling those of our day, I think we shall find the printed catalog there. But it will be a perennial printed catalog, the type always standing, and a new edition every two or three months. In the same mythical library we shall find the alphabetical catalog—not the dictionary because that is scientifically unsound—the classified catalog, and the subject index all complete, side by side. Hence it will be gathered that the ideal library will be cataloged both in manuscript and in print. . . . It is worth while demonstrating the fact that an open access library does not depend in any absolute sense on its catalog, because such a fact allows the librarian to choose that form which shall be most sound bibliographically, and of permanent value. The printed catalog has weighty and obvious advantages. It is in book-form, and in continuous book-form, so that the sequence of entries is visible at a glance to an accustomed eye; it is purchasable and portable—alho some catalogs of recent years issued by public and other lending libraries hardly come within the latter definition—

and may, therefore, be consulted at home; and it has a bibliographical value for other libraries. The continuous book form is the chief of these advantages I think, but it is counter-balanced by the inelasticity of the printed page; nothing can be intercalated in the catalog; a new edition is required every year; and even then it becomes each day one more day out of date. The printed catalog of a large and rapidly growing library is obsolete a month after publication, so far as showing the completeness of the library is concerned. With regard to the portability and purchasability of the printed catalog, I appeal to our common experience. What percentage of borrowers buy catalogs? Do five per cent.? Perhaps; and even this small number will only purchase at a price which means a definite serious loss on the undertaking. Note that I do not think catalogs should be regarded as a source of profit; in the properly-financed Utopian library catalogs will be given away. . . . What form then is to be preferred? A manuscript form undoubtedly; and there are several. There is the method of pasting slips into guard books as at the Bodleian and British museum libraries; there is the sheaf catalog which may be seen at its best at Islington; and the card catalog, which I may be forgiven for saying, is to be seen at its best at Croydon, besides the placard, rotary and various minor forms of catalog. The pasting slip form is traditional and not likely to be adopted by public libraries, in fact, it would probably be superseded in the great libraries mentioned, if the change were not so colossal a task. The choice seems to lie between the sheaf and the card. They are similar in that they are both flexible. The ideal sheaf may have one page to each book or frequent re-writing may be necessary; there is always one card to one book in the card catalog. The advantage of the sheaf lies in its book form, its disadvantages in its comparative flimsiness, in the difficulty of obtaining a complete conspectus of a whole series of entries. A whole drawer of a card catalog can be taken in at a glance by means of the guide cards—alho most card catalogs I have seen are not sufficiently guided. It is claimed for the sheaf subject catalog that each appropriate section can be placed at the shelves among the books; but so with very little trouble can the appropriate drawer of the card catalog. Perhaps the sheaf catalog is cheaper than the card, but either is distinctly cheaper than the printed catalog. . . . It is clear, then, that however necessary a printed catalog may be for a barrier library, for an open access library economy and experience favour either the sheaf or card catalog. Leaving in conclusion, the question of complete catalogs on one side, I think the ideal, in our present circumstances, would be a printed annotated catalog of the 10,000 basal and invariable books in the library, and a manuscript catalog of the whole."

Is the printed catalogue doomed? W. J. Willcock. *Lib. Assn. Rec.* 9: 384-9. Jl.; *Discussion. Lib. Assn. Rec.* 9: 401-5. Jl. '07.

In "small reference libraries a card catalog is all that is necessary. . . . In a small lending library of about 10,000 volumes a good card catalog for non-fiction, a printed class-list of fiction, and a yearly or half-yearly bulletin of additions should meet every requirement. In the larger lending libraries good annotated class-lists, a card catalog of those additions made after the publication of the respective class-lists, and a periodical bulletin may be considered sufficient."

Meeting the demand for a printed catalog. C. P. P. Vitz. *N. Y. Libraries.* 2: 124-8. Jl. '10; *Same. Lib. Work.* 4: i-v. O. '10.

The question of a printed catalog is still an unsettled one. The demand for it by users

Catalogs, Printed—Continued.

of libraries continues; they are accustomed to receive catalogs from business houses, why not from the public tax-supported library. A card catalog is not easy to use, neither is it easy to understand. The printed catalog is in familiar form; "many titles are on one page, and a whole column can be taken in rapidly with one glance of the eye. Every librarian will admit its superiority in this respect. Merely to imagine using a city directory on cards and looking for John Smith or William Brown will make this clear. It is much more compact and economical of space and may be taken readily from place to place as may be convenient." Because it is in many copies and is available wherever needed outside of the library as well as inside, the demand for it will become even more insistent than it is now as the work of the library is extended. Again the advertising value of a printed catalog is important. While the card catalog is passive the printed catalog is aggressive; by its very presence it calls attention to the library. The chief arguments against a printed catalog are its expense and its incompleteness. Its preparation is a long process, made longer by the time required for typesetting, proof reading and press work so that when it is completed it is out of date, and every passing month adds cumulatively to this defect. The titles of books worn out and lost cannot be eliminated from its pages neither can additions be made except by supplements in a separate alphabet. The common assumption in the discussion has been that a printed catalog must be complete but this is not necessary. A judicious selection of titles would prove far more satisfactory, would be much more economical and would be up to date much longer. Every library must always have a card catalog and with it there is no adequate reason for a complete printed catalog. An arrangement by subject with author index is more useful than one based on the dictionary catalog plan. When it is impossible to have the printed catalog for lack of funds newspapers may be resorted to. In general they are very courteous in the matter of printing material furnished by the library. Many times they are willing to hold the type for a time and if so bulletins can be issued from time to time with comparatively little expense. "A printed catalog if decided upon at all, should, in my judgment be selective and omit books out of date, e.g. old text-books, and in general books that would not merit replacing. The whole class of fiction can be omitted and its place taken by the Newark or some similar list. Books for children can be similarly provided for. A resultant list would be less expensive, be a safer guide in reading and would not get out of date so quickly." The H. W. Wilson Co. of Minneapolis "proposes to build up an office catalog of standard titles, at first only of fiction and books for children. In this catalog there will be entered as far as possible all the desirable titles in these fields, as determined by an examination of the numerous library lists. But this catalog is not one of cards. It is a catalog in metal type. Each title is set up in linotype slugs and each slug will print a whole line. All that is necessary for a library to do, is to send an order, with a list by author and title, for the books in its own collection, for which it wants a catalog. The process may be even more simple. A complete printed list of the titles available will be sent by the Wilson Co. and a simple checking in the margin of titles desired will indicate the selection. When the order is received, all the firm needs to do is to select for each title the appropriate linotype slugs in the order wanted and to print from them. It is a method of cooperative printing in which the cost of composition is distributed widely, in which delays in printing are slight and the worry over preparation of copy and proof reading absent."

Novel catalogue, L. S. Jast. Lib. World. 13: 193-6. Ja. '11.

A comment on a select catalog, viz., "a classified list of the best books on all subjects

in the central, north and west libraries" of Islington. "The old-style catalogue, containing the complete contents of the library, whether good, bad or indifferent, whether possessing, by reason of subject or treatment, a wide and popular appeal or an appeal so limited as to be practically 'non est,' was, in a great many cases, bulky, and in all cases costly in proportion to the extent of the funds available." The printed catalog was a necessity before the days of open access to shelves. Now it would seem that the expense of publishing complete catalogs is, except in special cases, no longer economically justifiable. For the select catalog is however strongly justifiable. The majority of readers need some sort of help and guidance and the select catalog can furnish this help."

Printed catalog. Lib. Work. 3: 43-4. O. '09.

The standard printed catalog is not open to the objection of being always out-of-date. The cumulative plan applied to cataloging at a central point will render the work of small libraries, in particular, much simpler, by permitting the library staff to devote their attention to the less technical phases of library work. The advantage of having copies of the catalog available for home and school use are great. Such a catalog would have great value as a standard of selection. The H. W. Wilson Company have made a beginning of a standard catalog in the publication of a Fiction catalog.

Printed catalog. E. J. Hagey. Neb. Lib. Bul. 4: 12-4. F. '07.

The Lincoln, Nebraska, library had so many requests for a printed catalog that it felt as tho the lack in that direction was a handicap. The preparation of the copy took nearly all the time of one person for nine months. It was five months more before the printing was finished. In the meantime more than 2,500 books were added to the library. The catalog cost \$655.91 for printing only, for an edition of 2,000 copies. The cost of printing each list was 32 cents and it sold for 10 cents. In fourteen months only 466 copies were sold. "The majority of patrons go directly to the open shelves, some consult the card catalog but comparatively few use the finding list. The dictionary card catalog is much simpler to use; after its seeming mysteries have been explained to a borrower he uses it in preference to any other library tool. One has the satisfaction of knowing that all the books in the library are listed in the card catalog. . . . The monthly bulletins supplement the finding list but in order to find all the books on a given subject one must consult each bulletin since the finding list was sent to press. . . . Unless the library has much money at its disposal which means time of staff and money for the printer, a printed catalog is an extravagant use of means that could accomplish much more in other lines."

Printed catalog as an aid in publicity. N. Y. Libraries. 2: 83-4. Ap. '10.

Printed vs. card catalog. N. Y. Libraries. 1: 120. Jl. '08.

Notes on this article are given under the heading Card catalogs.

Production of the printed catalogue: the preparation, printing, and publication of catalogues of libraries, museums, art galleries, publishers, booksellers, and business houses; with a chapter on the monotype machine, and an appendix on type faces. A. J. Philip. D. 12p., 155p. il. *5s. '10. R. Atkinson, London.

Catalogs, Printed—Continued.

Tyranny of the catalog. J. D. Brown. Lib. World. 11: 1-6. Jl. '08.

In the early days of the city library, when methods were crude, the printed catalog was all-important as a key to the books of a library. As methods improved the importance of the catalog was over-emphasized until today it has to a large extent become a barrier to library advancement. Among the objections to the printed catalog are the following: (1) It is not a competent guide to the library resources because sufficient annotation to make it so is not practicable. (2) Nearly every library loses money in the printing of the catalog which after all is out of date as soon as printed. (3) The dictionary catalog has hindered the adoption of a scientific system of classification. (4) It has proved a hindrance to the adoption of the open-shelf policy. Still the catalog in some form is necessary, and some way should be found to make it more useful and less expensive. A certain percent of books in every library is practically dead stock. This may include out-of-date and unobtainable books, and those for which there is practically no demand. The plan advocated in the article is a limited printed catalog, including only the best standard books on all subjects, supplemented by a full manuscript catalog which may be consulted at the library. Such a combination would become out of date only at long intervals and the limited catalog would be valuable as a guide in the choice of good reading matter.

Catalogs, Sheaf.

Sheaf catalog. J. D. Stewart. Lib. World. 10: 41-4, 85-8, 123-8, 204-6, 281-3, 364-7; 11: 15-7. Ag.-O., D. '07, F., Ap., Jl. '08.

"The sheaf catalog consists of loose leaves, bound by mechanical means into a sheaf or volume, or a series of volumes." The binding being mechanical allows the leaves to be rearranged or new ones to be inserted. Thus the catalog "comprises all the advantages of absolute adjustability with the additional advantage of being in the book form familiar to the general reader." The sheaf volumes are portable and handy to use in any position. It is a compact form of catalog requiring between twelve and fourteen times less space than a card catalog. The modern form consists of a "strong, rigid wooden back and hinged boards and is fitted with one screw rod only." It is a mistake to use too thick paper for leaves. The advantage of durability is with the thinner paper. Do not use too large size paper. 7½ by 4 inches is most convenient. Printing is too expensive for the average library and type writer inks are not durable, so handwriting had better be used on the slips. In a classified library an author and title catalog will be found most useful because subjects are made easily accessible by the classification. In an unclassified library however a dictionary catalog is absolutely necessary, viz, a catalog giving author, title and subject entries. Three courses may be followed in spacing out a sheaf catalog. (a) One slip to each title, (b) filling every slip as full as possible at the beginning, (c) allowing a slip to each author. The first is the ideal way as it allows indefinite intercalation of new matter, but it is bulky. The second does not allow adjustability. The third is the happy medium and allows an enormous amount of insertion with little rewriting.

Sheaf catalog, a practical handbook on the compilation of manuscript catalogs for public and private libraries. J. D. Stewart. 55p. 2s. 6d. '09. Libraco limited. London.

Extended instructions for adapting the loose leaf idea to cataloging purposes are given. The preferred style of "sheaf consists of a strong rigid wooden back and hinged boards and is fitted with one screw rod only." Comparatively thin manila paper is recommended. The slips should be 7½ in. by 3¼ inches. To facili-

tate spacing and accurate indentation, a slip ruled faintly in squares will be found useful. Handwriting is preferable to typewriting. Sample alphabets are given. For a classified library, author and title catalogs should be provided first. General rules for cataloging, accompanied by sample cards are included. A list of cataloger's reference books is also given.

Sheaf catalogues applied to the shelves of a classified library. M. Gilbert. il. Lib. World. 12: 161-5. N. '09.

Catalogs, Traveling.

Wisconsin library commission plan. Wis. Lib. Bul. 3: 52-3. Je. '07.

The commission proposes "to catalog from time to time valuable sets of government and state documents to lend to the libraries in the state as sample catalogs. The volumes will be as fully analyzed as seems advisable for a small library. . . . The sample catalog may be kept long enough to be copied, time varying with its size." A catalog of the U. S. Industrial commission reports, and of the Wisconsin geological and natural history survey are ready. The only cost to libraries is transportation.

Catalogs of booksellers. See Booksellers' catalogs.

Catalogs of manufacturers. See Trade catalogs.

Censorship.

See also Book selection; Liberty of the press.

Book censorship in England. Pub. Lib. 15: 62. F. '10.

Censorship of books. E. Gosse. Liv. Age. 265: 131-8. Ap. 16, '10.

English circulating libraries and the censorship of books. Dial. 48: 8-9. Ja. 1, '10.

Exclusion of bad books from libraries. Lib. J. 33: 347-8. S. '08.

The librarian must needs exercise some judgment in the selection of books to be purchased, and he should be guided by broad principles, not by individual prejudices or idiosyncrasies. It is his business to see that mental poison is not distributed thru the library. If there are any objectionable books in the library it is best to segregate them by keeping them in a special collection or under lock and key. Above all do not "advertise particular books by calling attention unnecessarily to their obnoxious qualities." The public sentiment of librarians should be brought to bear upon publishers of unwholesome books. They should understand that "an objectionable book with their imprint opens other books on their list to suspicion. . . . Of course there are publishers, especially minor ones who truckle to the unfortunate demand for bad books and are willing to rival each other in this direction. It is easy to avoid their books, and these should be banished definitely from the shelves."

Is library censorship desirable? W. H. Wright. A. L. A. Bul. 5: 59-60. Jl. '11.

"The danger of individual censorship, or of clique censorship, as opposed to legal censorship, lies in the fact that the one is governed by personal prejudice, belief and superstition; while the other is regulated by what has been found to be the best for the people as a whole. . . . A censor may exercise or abolish according to his individual opinion, irrespective of the fact that, from a legal point of view—which is the real moral point of view—the

Censorship—Continued.

book is perfectly proper. It seems to me that it would not be at variance with the American ideals of government . . . should librarians permit on their shelves any book whatsoever that the law countenances; provided, of course, there is a sufficient demand to warrant its purchase."

Librarian as a censor. A. E. Bostwick. Lib. J. 33: 257-64. Jl. '08; Same. A. L. A. Bul. 2: 113-21. S. '08; Excerpts. Ia. Lib. Q. 5: 226-30. S. '08.

"We may exclude a book because it lacks goodness, truth or beauty. We may thus reject it on one or more of the three following grounds: badness—that is, undesirable moral teaching or effect; falsity—that is, mistakes, errors or misstatements of fact; and ugliness—matter or manner offensive to our sense of beauty, fitness or decency. . . . The librarian needs no adviser to tell him whether or not a book is immoral or indecent, but he cannot so easily ascertain whether the statements in a work on history, science or travel are accurate. . . . Some things he should and does know; he is able to tell whether the subject matter is presented in such a way as to be of value to his readers; he can tell whether the simple and better known facts of history and science are correctly stated; he is often an authority in one or more subjects in which he is competent to advise as an expert; but only the ideal paragon, sometimes described but never yet incarnated, can qualify simultaneously as an expert in all branches of science, philosophy, art and literature. The librarian must have expert advisers. . . . And competent advisers exist . . . in almost every place. The local clergy on questions of religion, and often on others, too; the school principal on history and economics the organist on music, the village doctor on science—some such men will always be found able and glad to give advice on these subjects or some others." Distinction must be made between badness and mere ugliness. "Badness depends on immutable laws, while ugliness . . . is a matter of convention. . . . If a book is really bad—if it teaches that evil is good or that it makes no difference, it ought to be rejected uncompromisingly. . . . But if it is morally unobjectionable and yet contains that which is improper or indecent, it is then proper to inquire whether the degree and kind of this indecency is such as to condemn it, particularly taking into account the condition, the intelligence and the age of those who would be likely to read it, and also the time and the readers for whom, if it is an old book, its author originally wrote it."

Libraries censorship. C. Tennyson. Contemp. 97: 476-80. Ap. '10.

Literary censorship. Dial. 48: 135-7. Mr. 1, '10.

Obliteration of racing news. Lib. Assn. Rec. 9: 24-9. Ja. '07.

Poisonous literature scare; symposium. Lib. Assn. Rec. 12: 1-8. Ja. '10.

"Public libraries are on quite a different footing from that of the mercantile libraries. They are not at the beck and call of subscribers, and can put their foot down when they think right to refuse to circulate any book. Inasmuch also as their readers comprise people of all ages, conditions, and grades of intelligence, library authorities realize that they cannot be too scrupulous in guarding against the intrusion of dangerous books. The circulating libraries are offering to undertake responsibilities properly due from parents and guardians to those less able to discriminate; the public library in this respect considers that it stands *in loco parentis* towards its very miscellaneous body of readers. Such are the principles which we have consistently acted upon; and consequently, whatever may be the

state of the commercial library and the bookshop, our comparatively small collections of fiction represent a most solicitous course of sifting, and err, if at all, on the side of excluding too much. . . . The arrangement just made by certain subscription libraries in London to have all new novels examined before they are put into circulation, and to exclude those which appear undesirable, is one which is not without interest for members of the Library association. The managers of the libraries in question are acting as business men inspired by business considerations. They lend books for profit, and we may fairly assume that they would not undertake the trouble and expense involved in this new departure were they not convinced that such action would pay. They are probably animated not so much by solicitude for the morals of their customers as by the dread of losing their subscriptions, and they are within their rights in taking the steps agreed upon. . . . The librarian of a public library, however, in selecting books for addition to his library, should be actuated by motives of another sort. He is bound, I think, to consider carefully the extent of his responsibility to the community he serves, and to regulate his actions accordingly. No demand however great, for a particular book should induce him to recommend for purchase a work which is distinguished neither by literary ability nor regard for ordinary decency. On the other hand, no book which is a work of genius, or even merely a work of art, should be excluded simply because of its motive, or the treatment thereof, disregard is shown for the conventional ideas of morality or decorum which happen to prevail at the time of its appearance. . . . Better to reduce considerably the circulation of fiction than to allow pernicious books to be placed in the hands of readers who know nothing about them save their titles and maybe the names of their authors, and whose lack of knowledge of the world limits their outlook, and in consequence their choice of healthy literature. . . . It is quite time that libraries, both public and proprietary, were safeguarded against the risks of including books of an unwholesome character on their shelves, as they have been largely increasing in number during recent years."

Volunteer censorship of books by circulating libraries. Ind. 67: 1460-1. D. 23, '09.

What shall libraries do about bad books; symposium. Lib. J. 33: 349-54. S. '08.

"The subject of book selection is recognized as one of first importance in library administration, and the principles guiding selection become more complicated and difficult of determination in the present day of promiscuous publication, when so large a proportion of literature of immoral or unwholesome character is widely sold and advertised and is in demand by the public." The symposium gives "brief statements contributed from eight libraries intended to show the librarian's standpoint with regard to his responsibility in and method of handling books of this character. Contributors were asked to give rules for exclusion of such books, the treatment accorded them in their libraries and suggestions in respect to their treatment outside of libraries, as by bookstores or in the press, considering especially the protection of the public." The New York library purchases no books unfit for general circulation. Of course certain literary masterpieces cannot well be excluded but their circulation is so watched "that they do not fall into the hands of those who might read them for unworthy purposes." Some of the best guides in book selection are: "the previous reputation of the author, as shown in the books he has already written; the fiction lists of the publisher; the comments of literary reviews; the actual reading of the book by semi-official readers employed by the library; and finally, the personal judgment of the librarian," tho of course there are difficulties to be

Censorship—Continued.

encountered in all these methods. "If a book contains great moral, literary, or scientific value it should be placed on the library shelves, but so kept that it would not be possible for it to fall into the hands of all classes of persons indiscriminately. Examples of this class are some of the books of Tolstoi and Havelock Ellis. In other words, a certain amount of discrimination and restriction in the use of certain books is desirable and necessary."

Certificates, Summer school. See **Summer school certificates.**

Charging systems.

See also **Borrowers' cards; Indicators; Registration of borrowers.**

Arrangement of open access library issues considered in relationship to stock-taking methods. H: T. Coutts. Croydon Crank. 1: 41-3. J1. '08.

If books are charged by accession number or author, inventory becomes a most complicated process usually involving closing of the library. The charging system should be arranged according to the classification of the library. Stock taking then becomes an easy matter, account being taken of the books on the shelves, those charged to borrowers, and the bindery.

Banking method of charging books. W. Austen. Lib. J. 30: 144-6. Mr. '05.

The system as explained is to be used in a university library. "The usual reader's card has no place in this system, since no professor or student can be required to have with him always a borrower's card, and any library that undertook to require this of such a class of borrowers would have great difficulty in maintaining its position. . . . When one is ready to draw books with this system he writes out a ticket or check on a form similar to a bank check and presents it to the issue clerk. This check bears on its face a call number, together with the author and title of the book wanted, and the borrower's signature. When the book is delivered the delivery 'teller' must be familiar with the signature or else refer to the registration record, as does the bank teller before paying a check. All that is necessary to issue a book is to stamp the date in the book and the reader goes his way. This check becomes the basis of the system of records that enables the library to tell instantly where a particular book is, when it was taken, how many books a borrower has out, and if it is deemed necessary to know, what books are due on any particular day. . . . The first step in completing the record of a book taken out of the library is to take out of the tray in which it is filed a card that in some respects corresponds to the usual book card. . . . The best results are to be obtained by using one such card for each set of works or by combining several different editions of the same work on the same card, thus showing at a glance the whereabouts of any volume of any set of an author's works. Such a card shows also the life history of a book from the time it began to be used until worn out, who has had it, how many times it has been repaired, etc. After the entry has been made on this card from the ticket that the reader has left with the library, the card is filed numerically in a tray to answer all the questions that may arise regarding that book or set of books, until the same is returned."

Browne charging system. B. McDonald. Ontario Lib. Assn. Proceedings, 1909: 69-70.

Browne charging system. J. Parker. Vermont Lib. Com. Bul. 2: 1-2. Je. '06.

Card charging and appliances. Lib. World. 10: 26-30, 188-94. J1, N. '97.

Samples of borrowers' cards, book cards and loose pockets are shown, and methods are explained.

Charging system in use at Exeter public library. England. H. Tapley-Soper. Pub. Lib. 16: 328-30. O. '11.

The charging system here described has been in use over seven years and has proved to be eminently satisfactory. It is thought that an assistant using the system could, if relieved of minor details, such as the collecting of fines, handle 100 books per hour quite easily. Each borrower above the age of 14 is entitled to three tickets; those between 10 and 14, to one juvenile ticket. The adult tickets are of three kinds: viz., 1, a general ticket with which any book except music may be drawn; 2, a non fiction ticket; 3, a music ticket. The tickets are of different colors, and are made of cloth or buckram, in sizes 3½ by 2 inches. They are in the form of pockets closing with a flap; the front bears the borrower's name and address and the date of expiry. For each book in the library a charging card, 3x2 inches is provided. These cards, bearing a progressive number, class mark, author's name and title, are kept at the charging desk. The borrower after showing his card at the ingress wicket, is admitted to the stack room. He makes his selection and proceeds to the issue counter where he presents the book and his ticket. The assistant notes the number of the book, selects the corresponding charging card, stamps on the card, and on a date label attached to the inside cover of the book, the date on which the book is due back at the library. The borrower takes the book, leaving his ticket into which the charging card has been slipped as a receipt for the book. Every morning before the library opens, the borrower's pockets containing the charging cards are transferred to the discharging desk. Here they are arranged in numerical order with black metal guides placed at the end of each day's issue to indicate the date of return. When the borrower returns his book, the assistant notes the date on the inside label, turns to the cards for that date and, by means of the progressive number, selects the ticket containing the charging card desired. To guard against mistakes he may ask the borrower's name before returning the ticket. As the borrower cannot have his ticket in his own possession if he has drawn a book on it, the presentation of a ticket is a certain indication that the borrower has discharged all previous obligations to the library.

Comparison of charging systems. M. E. Hyde. Pub. Lib. 13: 342-4. N. '08.

The points of similarity between the Browne and Newark charging systems are numerous. "In each system a book pocket is pasted on the inside of one of the covers of the book, to hold the book card when the book is in the library. The book card contains the book number, author, title and, possibly, the accession number. Below these items it is ruled in columns. On the fly-leaf opposite the book pocket is 'tipped in' a dating slip. The reader's card in each system contains the reader's registration number, name and address. The reader's cards are otherwise entirely different. The Newark reader's card is an actual stiff card, with the items just mentioned entered at the top, and having ruled columns below. In the Browne system, the reader's card is not a card at all, but simply a cardboard pocket similar in size and shape to the book pocket. It contains no ruled columns. It is designed to hold the book card moderately snugly when in the file. . . . Under the Newark system you select your book and lay it with your card on the desk in front of the assistant. She stamps the dating card, also your reader's card and the book card, and then writes your registration number on the book card in the column opposite the date just stamped. Your card is slipped into the book

Charging systems—Continued.

pocket and you may depart with your book. Later, probably the next morning, the book cards will all be arranged, counted for statistics, and then filed in numerical order under the date. When you return your book, the attendant sees that the dates on the dating slip and your reader's card agree, that it is fiction or non-fiction according as it was stamped in the fiction or non-fiction column and then stamps it off in the column opposite the charge. If you wish to draw another book, you take your card and go to the shelves, but if you do not wish to draw another book you may take your card home, but would do better to leave it to be filed away in the library. Whenever there is time the assistant will take the book card from the file, put it into the book pocket, and put the book on the shelf. In the use of the Newark system there is a loss as well as a gain. It is delightful not to have to wait for the book to be discharged; to simply have your card stamped, rush right to the shelf, get another book, have it charged, and be off in almost as short a time as it takes to tell about it. But it is somewhat agitating to feel convinced that the book you want is in that ever-increasing pile waiting to be discharged, and to have no reasonable hope of there being an opportunity to get at it before the next morning when the books will all be gotten into place again. With the Browne system "you either select a book from the open shelves or call for one from the stack. In either case the book and your pocket card are given to the assistant. She stamps the dating slip and the book card, and writes your registered number on the book card opposite the date. You move on with your book and the attendant slips the book card into your pocket card and when there is a moment's spare time, files the two in the day's file arranged under number. This file is arranged just like the Newark file, but is rather more awkward to handle, for the pocket cards make it at least three times as bulky as the Newark file. . . . When your book is returned, the assistant finds the book card in the file, verifies your name, and lifting the book card out of your pocket card hands you your pocket card and slips the book card into the book pocket. The book is now ready for the shelf."

Comparison of Newark and Browne charging systems; a correction. N. E. Browne. Pub. Lib. 13: 402-3. D. '08.

Indicators v. card charging. W: J. Harris. Lib. World. 7: 209-12. F. '05.

Indicators are more costly to install, require more help in carrying on the work, and take up more space than card changing systems.

Labor-saving method. J. L. Woodruff. Pub. Lib. 15: 58. F. '10.

Ledger charging. G. F. Staley. Lib. World. 10: 35-7. J1. '07.

Modified Kennedy indicator. A. Webb. il. Lib. World. 11: 281-4. Ja. '09.

The charging system used in the fiction department of the Brighton public library consists of "an indicator in conjunction with a card-charging system; the indicator being utilised to show what books are in and out, worn-out, binding, and being replaced; and the cards to indicate what borrower has a certain book out, and the date the book is due for return. . . . The modus operandi of the issue and discharge of books at Brighton with this system is as follows:—A borrower having seen that the book he requires is in, fills up an application form on which is entered the borrower's name, ticket number and the number of the book he wants; he then tenders this form with his ticket at the counter; the assistant goes to the shelf for the book, and finds in the pocket the book card and 'tab'; the 'tab' is put into the indicator, thereby obscuring the number; the date the book is due for return is stamped on the issue label inside the book, on the application form, and on the book card which is inserted into the ticket, and the issue is complete with the ex-

ception that each day's issue (the tickets with the cards inserted therein) is sorted into strict numerical order by the book numbers; these cards are stored away in trays with date guides for each day's issue. . . . On the return of a book the procedure is very simple; on receiving the book, the assistant, guided by the date of return stamped in the book, and the book number, finds the card and borrower's ticket, which he returns to the borrower, thus exonerating him from all liabilities for fines or damage; the book card, together with the 'tab' from the indicator he places in the pocket and the book is returned to its proper place on the shelf."

Recording of issues. M. H. B. Mash. Croydon Crank. 2: 42-4. J1. '09.

An account of the system in operation in the Central lending library at Croydon. Double wickets for use during the busiest part of the day are provided. The charging system seems to be a modification of the Brown system. When the double entrance wickets are in operation, a notice directs borrowers whose names begin with the letters from A to K to the left wicket.

Seattle charging case. C: W. Smith. Lib. J. 30: 350-1. Je. '05.

Children's clubs. See Clubs for children.

Children's department.

See also Children's librarians; Children's reading; Clubs for children; Discipline; Libraries and schools; Picture books; Picture bulletins; Story telling.

Advertising the children's room. L. M. Sikes. Lib. Occurrent, No. 10: 1-2. D. '07.

Notes on this article are given under the heading Advertising the library.

Are children's reading-rooms necessary? W: J. Willcock. Lib. Assn. Rec. 9: 184-5. Ap. '07.

A children's reading room at Petersburg was not a success. The children used the room as a talking room not as a reading room.

Are juvenile libraries desirable? Lib. World. 11: 477-9. Je. '09.

A debate at a meeting of the Islington Libraries club.

Arrangement of children's books. M. E. Comings. Children's Library. Ohio State Lib. 8-9.

Four shelves high is about right for the shelving in the children's room. Adjustable shelves will allow for the suitable shelving of the large books for little children. Books to be used in connection with picture bulletins should be kept near the bulletin. A shelf should be devoted to best books for boys and another one to best books for girls. The books on these should belong to all classes and be changed frequently. Non-fiction should be shelved around the room on the two upper shelves. Labels should be simple, definite and plentiful.

Book buying for small children's room. C. Burnite. Pub. Lib. 13: 360. N. '08; Same. Ohio State Lib. Bul. 3: 1-2. Ja. '08; Children's Library, Ohio State Lib. 1-2.

Notes on this article are given under the heading Book buying.

Book line; poem. A. Guiterman. N. Y. Pub. Lib. Bul. 13: 257-8. Ap. '09.

A poem inspired by the work done for children in the Rivington street branch of the New York public library.

Children's department—Continued.

Book lists and bulletins in the children's room. A. G. Whitbeck. Lib. J. 31: 316-7. Jl. '06.

The children's librarian should know the books so thoroly that she will be able to make annotations of them as she shows them to the children. Then she should leave the child to make his own choice.

Books about boys; comp. by W. B. Forbush. Work with Boys. 7: 296-306. N. '07.

Care of books. C. Marvin. Wis. Lib. Bul. 1: 35-7. My. '05.

Notes on this article are given under the heading Care and preservation of books.

Care of books in a children's room. H. P. Dodd. Pub. Lib. 12: 83-6. Mr. '07.

In Newark, N. J., books are protected by paper wrappings when issued to children on rainy days. There are two wash-basins in the corner of the children's room where children may be sent to wash their hands but oftener a child with dirty hands is sent home without a book. No child with dirty hands is allowed to sit down to read. Children should be instructed by the librarian in regard to the care of books. Sometimes little rhymes or placards posted have good effects. Hartford, Conn., posts an improved Goop rhyme.

Catalog game played in the young people's room, Free public library, New Haven, Ct. G. F. White. Lib. J. 31: 815. D. '06.

A list of twelve titles is given each child who is to supply the author and book number. Later eight catalog cards with subject heading and author only were given the child to find the call number and title of the book written by the author. The results are very satisfactory for it familiarizes the children with the use of the catalog.

Catalogues for children. W. C. B. Sayers and J. D. Stewart. Lib. Assn. Rec. 7: 377-91. Ag. '05.

Notes on this article are given under the heading Cataloging.

Child and the library. E. Lyman. (In Annual report state board of Lib. Com., Mich., 1907. p. 125-9.)

"There are two distinct aims of the children's work; consequently, two distinct lines of work which the librarian attempts. The first aim is to prepare the child to use the adult library easily and well thru his familiarity with the children's department; second, to so guide his reading that he will learn to know and love the best books." Instruction in the use of the library may be given sometimes "during visits to the schools, sometimes to groups of children who come to the library, perhaps by grade, for the purpose of instruction, often by individual work with children as they come making specific requests." The second aim can be accomplished only when the librarian is fully acquainted with the books in the children's department and when she has the confidence of the children. "There is a high tide for the appeal of every book, and it is the librarian's business to bring the child and the book together at just this time." Sometimes this can be done thru judicious use of a picture bulletin. The story hour, if well handled, is successful for children will listen eagerly to what is read or told to them and will in this way be led to read books which they would not otherwise choose for themselves.

Children's books and rooms in California. il. News Notes of Cal. Lib. 1: 227-66. S. '06.

Children's departments in municipal libraries. M. Gübert. Lib. World. 9: 289-92. F. '07.

The original idea of a children's library was to enable children to become systematically acquainted with literature. The children's department should above all things have open access. "The best way to render a child familiar with books, is to allow the handling of them; and the more attractive the book, the more care will be taken in the usage of it. . . . No books which are not true in their historical facts should be presented in a juvenile library; they give young minds wrong impressions at an age when they are most plastic, which are difficult at a more mature age to erase." The most experienced assistants should be employed in the juvenile department and this assistant should have a first hand knowledge of books.

Children's halls. K. E. Jones. Lib. Asst. 6: 334-5. My. '09.

Children's libraries. R. S. Bibliothekar. 1: 69-70. N. '09.

Children's libraries in different countries. A. S. Steenberg. For Folke-og Barne-boksamlinger. 1: 45-8. '07.

We see especially in American public libraries the children's department an object of care—some think of overmuch care. There results are reached far surpassing what we thus far have seen in Europe and methods introduced which place the American children's department in the van. The continent is 40 or 50 years behind America and England in the development of public libraries; therefore the schools have been obliged to solve the problem of furnishing the youth with literature. In France the school library consists of (1) reference books, (2) instructive and entertaining books to be loaned to both children and adults. These books are selected by a committee of teachers, authors and officials. In 1902 there were 43,411 libraries, seven million volumes, and an output of 8 millions. In Germany there is now a lively interest in children's reading. Several teacher's associations have appointed committees to examine new books for children. These committees cooperate in publishing the Jugend schriftenwarte and in work with authors and parents. (Translation.)

Children's library a moral force. C. W. Hunt. Lib. J. 31: C97-103. Ag. '06.

Every book we give children "will have some effect in changing, shaping, strengthening their ideals, and so moulding their habits and character." The children's room is not fulfilling its purpose if we do not set children "on the road to a taste for the best on the shelves of the adult department." The librarian should see "that every child of fourteen is thoroly familiar with the classics in juvenile literature. . . . With our smallest children we must use especial effort to see that they do not acquire the mediocre habit, for it is very easy to guide the beginner."

Children's library and the home. M. J. Moses. Outlook. 87: 177-85. S. 28, '07.

"In order to reach any basis of personal influence, the library should have the co-operation of the home." The library can hardly exercise any direct supervision of a child's selection from its shelves, but it can gather together the "very best books for circulation, from which the choice of the boy or girl is to be made."

Children's department—Continued.

Children's library in Cleveland. Char. 21: 298. N. 21, '08; Same. Lib. J. 34: 31. Ja. '09.

Children's reference work. E. E. Burdick. N. J. Lib. Assn. Rept. 6-7. O. '06.

All reference books suitable for children are kept in the children's room in the Jersey City free public library. Additions are carefully chosen and as a rule duplicates for circulation are purchased. If a teacher recommends a book to a child the book is looked up and purchased, if it is approved of. Pupils from the high schools and academies "are allowed, when it is absolutely necessary, to use Poole sets, the Dictionary of national biography and a few other valuable reference works; but only in the adult reference room." The most extensive work is done for the grammar schools. The pupils want something to supplement their regular work. They also want material on current topics and on debate subjects. Special days such as Thanksgiving, Washington's birthday, etc., create such a demand for material that typewritten sketches giving the most important facts on these subjects are prepared. These typewritten sketches are also of great value in work for the primary grades.

Children's room of the Hartford public library. C. M. Hewins. Lib. J. 30: 82-3. F. '05.

Children's rooms. P. E. Farrow. Lib. World. 10: 103-6. S. '07.

Civic value of library work with children. G. Taylor. Pub. Lib. 13: 247-8. Jl. '08; Same. A. L. A. Bul. 2: 380-1. S. '08; Excerpts. Minn. Pub. Lib. Com. Notes. 2: 129. S. '08.

Cleveland public library's children's work. A. C. M. Lib. J. 34: 165-6. Ap. '09.

Critical moments in the children's room. E. Straus. Lib. J. 35: 147-9. Ap. '10.

Reading is only one of the many influences that environ a child, and the children's librarian should seek to correlate the work of the library with his environment. Children's tastes in reading should be studied by noting their spontaneous expressions of interest and opinion. The librarian's best implement for meeting demands is an intimate knowledge of the books in the children's room. The most significant influence on the reading of a child is the school, the home, the bill-boards, the theater, and the opinion of playmates all count. The supplementary reading required for the schools can be prepared for in advance of the call for it by consulting teachers.

Crumbs of comfort to the children's librarian. E. P. Underhill. Lib. J. 35: 155-7. Jl. '10.

Cult of the child and common sense. J. D. Stewart. Lib. Assn. Rec. 10: 281-8. Je. '08.

Establishing relations between the children's library and other civic agencies. C. W. Herbert. Lib. J. 34: 195-6. My. '09.

Other workers with children should be consulted by the children's librarians. These workers should be sought out and invited to the children's room. The librarians should attend meetings or conferences held in behalf of children. Speakers from among the sociological workers should address the library staff. Books withdrawn from libraries are sent to institu-

tions. Some objections are urged against this practice, but it is frequently the only avenue of approach to books that children in these institutions have. Probation officers and truant officers are supplied with information about the library. The Cleveland public library maintains a card directory of social workers. Lists of books for children are mailed to these workers. The workers in charge of playgrounds should be utilized in library extension.

Experimental temptation; or, The attractive power of books versus the librarian's method. M. J. Moses. Lib. J. 34: 247-53. Je. '09.

"Unless some very definite viewpoint or some goal, whether practical or ideal, is impressed very soon upon the public, this public will begin to doubt the work being accomplished in the children's room. The library as regards its methods has just reached that point when its chief aim should be to avoid crystallization; it should profit by the mistakes which have been made in our public school system; it should concentrate its activity, working from within its area; it should not go outside, to such an extent as it is now doing, and take unto itself the functions of the school or of the social settlement. A clear distinction should be made between concentration and crystallization. . . . The question of a library for children whether in the school or outside, involves many serious considerations; we are hedging the boy's and the girl's spirit around with public utilities; we are building up their green fields with institutions which lay claim upon their hours from sunrise to sunset. What with their public school, their public library, their public playground, and the prospects for their special theatre, children will, in time, have few moments in which to love their parents. . . . And there is great truth that with our schools and our libraries, we are in danger of tiring the present-day girl and boy. This educational and theoretical idea of the preparation of childhood for manhood, without giving the childhood a sufficient chance, is pernicious in its physical effect, to say nothing of the mental or spiritual effect. . . . It is the librarian's duty to counteract the one-poem memory exercise of the classroom. If her method is a human one, she will strive to add meaning to a title, she will seek to make the legendary names in history represent large action. In the telling of her stories, the librarian should give nearness to the heroes, a truth and consistency to their development. There is a certain familiarity toward literature which our schools, generally speaking do not seek to create in their English studies. The library should supplement the school, it should likewise counteract the school. For culture after all is nought but education with the sharp edges of a graded course chipped off. . . . We speak of the humanizing value of books; were it possible to overcome social and economic limitations we should like to see every home giving the child his first love of literature. But, since this cannot be, the librarians seem to be working out their methods in the children's room through the sympathetic recognition of the policy—'when I was your age.' They seem to be striving for a general atmosphere of 'home-ness' in the children's room—to humanize the environment as well as the book. For this reason, I am constantly surprised to find library committees in charge of a system of branches hanging upon the walls stereotyped wood-cuts or engravings, in thick brown frames—undoubtedly copies of masterpieces, but beyond the children in appeal. What these young people need are friezes filled with the images of their dreams—scenes from folklore, from legends—scenes representing the joyousness of seasons, the healthy vigor of sport. . . . I should say that the home must be brought into closer contact with the library than the school. You reach the crux of the matter when you begin to regard the parent as a large library factor." The child of foreign parents is giv-

Children's department—Continued.

en, an education that alienates him from his people, and wrongs him by taking him completely out of his atmosphere. "The librarian's method should not encourage that insatiable desire to produce Americans by not recognizing their former environment. Would not an intelligent knowledge of their foreign home tend to keep them closer to the parent, who probably will never learn English, who is the Italian peasant in a strange land, with a strange child?"

First children's room. J: Parsons. Lib. J. 34: 552. D. '09.

The public library of Denver, Colorado claims to have opened the first children's room.

Fort Wayne children's department. M. M. Colerick. Lib. Occurrent, No. 12: 3-4. Jl. '08.

Growing tendency to over-emphasize the children's side. C. Matthews. Lib. J. 33: 135-8. Ap. '08.

Many children's librarians are unfitted for their posts thru lack of training. Unless the person in charge of a children's room has the requisite qualifications for the work the room had better be closed. There is a tendency to exaggerate the work for children. The child is placed before the adult in importance. There is no such effort to draw the young mechanic and the parent to the library as to induce the child to come. "Give the children quality in books. Strike off 50 per cent, 90 per cent if you only will, of the titles to be found on the shelves of children's rooms. Substitute 'adult' books, and you will not need to appeal to the parent to guide the child's choice."

Helps in library work with children. Conn. Pub. Lib. Doc., 1909, 3: 3-6.

In an American children's library. Ernst Schultze. Bibliothekar. 1:10-2. My. '09.

The first children's library in Germany was established in Hamburg in 1909. Children's libraries are found all over the United States. Perhaps the best one is in Buffalo. Children are more quiet and polite in American libraries than in German libraries. There is complete understanding and confidence between the children and their librarians. The rooms are beautifully and appropriately decorated with pictures and plants.

Instruction in work with children in the various library schools and summer schools. A. L. A. Bul. 3: 420-7. S. '09.

Interesting children in owning books. Pub. Lib. 16: 149-51. Ap. '11.

A collection of clean new copies of seventy-five books was placed in the children's library. Letters describing the books and suggesting ways in which the boys and girls might earn money to buy them, were sent to the school children. The children came to the library to look over the books and orders were sent in on the first day of each month.

Interesting department of library work. Mrs. A. H. Mann. Ia. Lib. Q. 6: 91-3. Ap. '10.

Juvenile library. J. B. R. Lib. World. 9: 193-7. D. '06.

Pictures and plants beautify a room and make it attractive. Select literature with the idea of having it both interesting and instructive. Let high merit and purity be its characteristics. Duplicate the most popular books. Choose illustrated editions when possible and insist on good paper and binding. "A juvenile catalogue should be as straightforward, simple, and concise as possible, so as to be intelligible

and helpful to its users." Have a simple code of rules and put only a thoroughly competent person in charge of the room. Make the children feel that the library is like a familiar and cherished home.

Lessons in library pictures for the children. L. H. Robertson. Greensboro, N. C., Daily Record. S. 4, '11; Same. Vacation visits to our public library. Greensboro, N. C., public lib.

Librarian as a lecturer to children. W. C. B. Sayers. Lib. World. 12: 23-7. Jl. '09.

Interest of children is difficult to arouse, but they become keen and penetrating critics and are intolerant of errors. The lecturer to children must be accurate. "The human boy delights in all subjects mechanical: railways, airships, the telegraph or electric train; he loves adventures of all types; he will endure even geology if a sufficient number of dinosaurs and like creatures add pictorial excitement. The girl on the other hand is more difficult to interest; even lady lecturers prefer to address boys, and when they are addressing boys and girls do almost invariably devote their greatest attention to the boys, leaving the girls to take care of themselves in a most uncomplimentary fashion. If proof of the girl's utter lack of curiosity as to mechanical contrivances were needed, it would soon be gained by watching a number of girls at a lecture on such a thing as the steam engine, or even upon the sewing machine. She will behave better than the boy, but that is because of finer feelings; her boredom is excessive and visible. My experience leads me to believe that literary subjects, biography, history and travel in particular, are of interest to girls; they like adventure, too, until they are about fifteen, and then they become indifferent. There is a fairly wide range of subjects interesting to boys and girls alike. The tale of travel, well-told, engrosses them; history, and some branches of natural science, particularly the life of the gardens and the fields, are also safe subjects; but inventions, industries, or any subjects relating to civics are of no attraction to the girl." It is well to make frequent use of the lantern, although the children break the thread of the discourse by discussing the slides. "Lectures at public libraries are usually arranged by co-operation between the head teachers in the schools and the librarian. In one town, Cardiff, the education authorities have gone so far as to make a grant for the support of library lectures, including lectures to children. Admission should be by ticket distributed to the children by the head-teacher; a wise proceeding because it ensures the best use of the tickets. The demand for these is nearly always greatly in excess of the supply. In Croydon, where the accommodation is only 360, the average demand for each lecture is 1,300. Consequently every batch of tickets to a school is marked with a letter individualising the school, a register is kept at the library of the use made of these tickets; and any school not making regular use of them is requested to return them so that they may be placed elsewhere. But there is seldom need of recourse to this request. It is clear that the purpose of these lectures is to interest the children in the library; it is equally clear that the librarian must not in any way usurp the teacher's functions. Therefore only children of twelve and upwards, who are nearing the end of their elementary school career, are catered for; these will develop. It is hoped in fact, it is proved that they do develop—into public library readers through the influence of the lectures. Story-telling is another matter: it is an end in itself, and stories may be told to younger children. It is thought by our leading librarians, however, that to tell stories at libraries is to assume the teacher's office; this would be true if children were told stories at schools, but such is not the case, and as the story has several objects—the cultivation of the imagination, the sense of beauty and the insidious sug-

Children's department—Continued.

gestion of moral ideas, which are the teacher's province—so it has others—the introduction to the folk stories that underlie all literature, the close connection with books—which may safely be considered within the province of the librarian. I think therefore, that the story hour is a natural and legitimate work of libraries wherever possible." It is wise to seat boys and girls separately. Discipline must depend on the lecturer. The presence of teachers introduces the atmosphere of the school room, which is quite undesirable outside the school. It is an advantage to have informal lectures. "I would rather make my own introduction to children without an intervening mind, however able. On the other side, it is wise to attempt to interest the leading citizens in this work—and no work of the libraries is capable of arousing so much interest—and it is well to get a member of the education committee or a town councillor to preside. Such a lecture is often a revelation to him, and sometimes secures a valuable convert to the cause of the library, no despicable consummation. It must not be supposed, because teachers and chairman are considered not always desirable, that the lecture room should be allowed to degenerate into an undisciplined liberty hall. The discipline should be real and severe; an order once given should be adhered to at however great inconvenience. Boys soon discover whether one is in earnest or not, and behave accordingly. Some librarians think it necessary to have a uniformed janitor, or some similar person, quietly parading the room during the lecture; this is distracting to the lecturer—who wonders all the while whether he could really interest the children without the restraining influence of that grim official—and to the children, who are eternally on the qui vive for his coming and going. . . . Begin the lecture in a very subdued voice; it arrests attention and the noisiest audience of youngsters hushes to hear the opening words. . . . Be colloquial and eschew oratory is a golden rule. . . . Become a big boy simply in addressing the boys, beware of subtle humour, let jokes be of the harmless half brick-variety, and avoid irony or sarcasm as inventions of the Father of Evil: youngsters have gaped at my finely prepared irony, and whispered things amongst themselves which have taught me to consider the fitness of things in salutary bitterness. The question of humour is an interesting one; the youngsters do not understand irony, true, but they are in the brute stage; the grotesque, the abnormal, deformed and other ugliness which too often have their foundation in human misfortune, appeal to them as irresistibly funny. An old lady tumbling off a chair is the essence of humour to them—as it is to the undeveloped mind of a type of grown-ups if one may judge by the cheap coloured picture postcards now current. I have seen an audience of 200 children go into shrieks of laughter with complete unanimity upon the appearance upon the lantern screen of a portrait of Lord Bacon with the Elizabethan ruff around his neck. The picture was hideous enough it is true, but its humour was not so apparent. The picture of a dinosaur or other pre-deluge animal produces the same result. It is clear then that the lecturer should exercise considerable care in choosing lantern slides unless he desires to make humour out of them. Unseasonable humour, in the child, often spoils the whole effect of a lecture. . . . To keep perfectly cool, to be completely the master of the audience are essentials, to stop dead immediately any talking is heard." The signals for change of slides should be as unobtrusive as possible. The best form of signal is for the lecturer to introduce the new slide by a word or sentence agreed upon. Children should not be allowed to eat during the lecture nor to leave before its close without giving a satisfactory reason to the monitor in charge. "At the close of the lecture the boys should remain seated until the girls have left row by row, beginning at the end of the room nearest the exit. This will cause some trouble at first, but a slide can be put on the screen, giving the order to this effect, and the children soon learn

to obey. The connection between the lecture to children and the public library is more difficult to establish than that of adult lecture and library. Many of the children are still too young to make use of the library, but the justification of the lecture lies in the fact that it is held in the library and therefore accustoms children to come naturally to the building, and teaches them—that many a householder does not know—that the institution is a free civic one."

Libraries for sick and crippled children.
M. G. Quigley. *Char.* 20: 131-2. Ap. 25, '08.

The children's department of the Grand Rapids, Michigan, public library has a series of memorial libraries which it sends out to sick and crippled children. The first one was given by Mr. John Patton in memory of his son. The boxes contain books which will interest children of from eight to fourteen years. "Good picture books, easy reading, and books for older boys and girls must be provided if the box is to be a success. Then, too, the books must be healthful in tone if they are to carry a message of good cheer to the little sufferers. The choosing of the books has been left largely to the children's librarian. The boxes are sent for a period of two weeks to children recovering from non-contagious diseases or those suffering from broken bones or similar accidents which make them 'shut-ins.' Nearly all the children are visited by the children's librarian, except those in hospitals (who avail themselves largely of this privilege whenever the boxes are not in use in the homes), in order to keep in touch with them and also to get the child's point of view with reference to the books sent. This personal touch is of the greatest value, both to the library and to the child. The coming of the box is usually an event in the neighborhood, and it is found that it carries the message of good books not only to the little sufferer but to many of his friends."

Library membership as a civic force. A. C. Moore. *Lib. J.* 33: 269-74. Jl. '08; Same. A. L. A. Bul. 2: 372-80. S. '08; Same. cond. Pub. Lib. 13: 264-6. Jl. '08; Excerpts. *Minn. Pub. Lib. Com. Notes.* 2: 127-9. S. '08.

"The term library membership is a survival of the old subscription library, but it defines a much closer relationship than the terms borrower or user and broadens rather than restricts the activities of a free library by making it seem more desirable to belong to the library than to take out books." As helps in making library membership count as a civic force among the children, the following points may be noted: (a) In making a selection of books for the children's room, there should be variety enough to appeal to children of all ages and nationalities. As a rule, there should be a larger selection of adult books in all classes. The best standard novels should be provided, that the children may learn what good novels are. Books should be provided which will put foreign children and their parents in touch with the countries from which they came. Editions should be chosen which are attractive to children both for esthetic value and as an encouragement to read. (b) Great care should be taken on the part of the library in the repairing and rebinding of books and in discarding mutilated or soiled books. Experience shows that books so cared for receive more care from the children. (c) Care should be taken to make all children, especially those of foreign parentage, realize their relationship to the library and feel at home in it. (d) Once such a relationship is established pains should be taken to promote it. "One of the most effective means of sustaining and promoting such a sense of library membership . . . is the extension of reading-room work by placing on open, or closed shelves, if necessary, a collection of the best children's books in the best editions obtainable, to be used as reading-room books. Children may be so trained in the careful handling of these books

Children's department—Continued.

as to become very much more careful of their treatment of the books they take home and the experiment is not a matter of large expense to the library." Exhibits, story hours and reading clubs are of practical value in keeping up the library connection of girls and boys, and in influencing their choice of books.

Library work among foreigners. J. Kudlicka. Pub. Lib. 15: 375-6. N. '10.

Children in a Polish district were found to respond readily to kindness. Lessons in cleanliness proved effective and one mother sent her thanks to the librarian for a cake of soap presented to one of the most untidy children. Parents can be most easily reached thru the children.

Library work for children. F. E. Smith. Pub. Lib. 12: 79-83. Mr. '07.

In a small library if the building is not large enough to devote a separate room for the children, and if a special librarian for them cannot be provided, then count it an advantage that they can become personally acquainted with the head librarian. If a children's librarian can be afforded, get the right person and she will increase the value of the money spent in books. If a story hour is instituted make it count for something. Help the children to help themselves in the library.

Library work with children. H. Farr. Lib. J. 36: 166-71. Ap. '11.

The author, who is librarian of the Cardiff public libraries, writes of the progress of work with children. The three essentials of a children's library system as outlined are: School libraries for the use of children during school life; separate reading rooms in libraries for children; juvenile sections in libraries for older children who leave school. The story hour is practically unknown in British libraries, but illustrated lectures for children have been very successful. "American libraries are undoubtedly in advance of British libraries in this department of library work, the full significance of which we do not seem to have grasped. Some American methods have not found favor with British librarians, and may not be suitable to the different conditions which exist in Great Britain. We cannot but admire, however, the energy and enthusiasm which is characteristic of the children's work of the best American libraries. It is true the more liberal financial support which they receive has enabled them to experiment and initiate developments more freely than has been possible with us."

Library work with children. H: E. Legler. A. L. A. Bul. 5: 240-7. Jl. '11.

Library work with children. J. C. Potter. Ontario Lib. Assn. Proceedings. 1911: 100-4.

The aim of the library should be to circulate among its readers those books which create thought and promote intelligence. Every device is used to further this aim, but it sometimes seems that little is accomplished. The only permanent realization of this end must come thru education, and education must begin during the impressionable years of childhood. "This fact is now so universally recognized, that in nearly every movement, work among the children has come to be regarded as a most important factor, because in them it shows vastly greater results for the energy exerted. The same holds true in library work, and if, to-day, the children can be trained to discriminate between the good and inspiring, and the harmful or valueless in books, and from choice to select from the best in literature; then, to-morrow, the men and women will use the library intelligently and with real benefit to themselves." The story hour has proved

an effective means of introducing children to good books. Its object is not to teach moral truths but merely to tell interesting stories of the best class, thereby inculcating a love of good reading for its own sake. A special room should be set aside for the children, and while there must be order in the room, the rigid order of the school should not be enforced. The greatest of care should be exercised in the selection of books for the children's department "and in this selection it is much more advisable to be severe in criticism than to allow some mediocre, valueless book a place on the children's shelves. The average child must read, and if the poorer books are kept from him, and he is given the better class, he will readily learn to appreciate good literature, and once he does learn, he will himself detect the lurid untruth of the trashy story. Give to the untrained mind of a girl such books as the Elsie series, the heroine of which is a sentimental, tearful, wholly dependent maid; or, to the boy, stories of adventure in which the heroes in the spirit of bravado perform daring, fool-hardy or unmanly deeds, and you will create false ideas, and destroy the very purpose of a children's department."

Library work with children; reading list selected from A. L. A. papers and proceedings. C. E. Scott. Lib. Occurrent, No. 12: 6-8. Jl. '08.

This list of books is for the librarian's own reading, and covers such phases of the work, as children's reading, work with schools, the story hour, reading clubs, cataloging, care of books and selection of books.

Library's part in making Americans. M. P. Daggett. Delin. 77: 17-8. Ja. '11.

The librarian in the weekly story hour tells of Lincoln and the Lincoln books are in such demand that they are never on the shelves. The East side literally wears out scores of copies of them annually. This is one of the things the library does for the immigrant. A library used to be a collection of books, now it is a civic center. Nothing is to much trouble for it if thereby the child is benefited. In it are books with beautiful bindings, an aquarium and a bulletin board with almost daily new poster pictures to announce such events as holidays, the coming of birds in spring, etc. Then there is the once-a-week story that fascinates and draws the children from the street. In New York where professional story-tellers make the rounds of the libraries, children line up for two hours to await their coming. New York's East side libraries probably reach more of the population than do any other libraries in the country, and one third of the borrowers are children.

Library's work with children. A. B. Maltby. Outlook. 82: 360-4. F. 17, '06.

Fourteen years would cover the life of special work with children, while the last seven years would measure its rapid progress. Rooms for children should be large and sunny, the furniture should be simple and practical. There should be growing plants and reproductions of works of art. Picture bulletins with lists of books call attention to books as does story telling also. "The right book, to the right child, at the right time" is a good motto for a children's room. "Give first the literature of power to cultivate ideals. Myths and folk-lore do this. The literature of knowledge or science can come later. . . . Choose that which appeals to the child."

Life in a children's library. G. Urban. il. Harper. 114: 231-8. Ja. '07.

New children's room at Pittsford, Vermont. B. M. Shaw. Vermont Lib. Com. Bul. 6, No. 2: 7. S. '10.

Children's department—Continued.

Opening day—and after—in a children's library. M. D. Pretlow. Lib. J. 33: 177-9. My. '08.

A humorous description of the ways of children at the Hudson Park branch of the New York public library.

Our juvenile readers. N. O'Brien. Lib. Assn. Rec. 9: 506-9. S. '07.

A brief statement of the work done in the United States, and of what the St. George's. Bristol, library does.

Pasadena exhibit of library work with children. F. J. Olcott. Lib. J. 36: 345-7. Jl. '11.

Notes on this article are given under the heading Exhibits in libraries.

Personal work with children. R. C. Gymer. Pub. Lib. 11: 191-3. Ap. '06.

The children's librarian should know the individual child as well as the books. She must be in sympathy with children not against them. Often it will be advantageous to form a club for boys who come to the library apparently to make trouble only. In the beginning ask only three or four boys to come. Select some story to read to them—one that will hold their interest. Ask them to bring other boys with them the next time. The librarian's interest in the children should not cease with library hours. "The whole secret of success is really to be in sympathy with children, quick to see their needs and to look at things from their point of view."

Pictures in the children's room. S. M. Collman. Children's Library. Ohio State Lib. 2-4.

Notes on this article are given under the heading Pictures.

Possibilities for work with children in small libraries. H. U. Price. Pub. Lib. 14: 121-3. Ap. '09.

The librarian should accept the judgment of those who have specialized in the selection of books for children. The child of foreign parentage should be shielded from books that use "success" as synonymous with "dollars." Such children depend "on the public school and the public library, not only for their education, but for their admirations." Non-fiction should be equally carefully selected—avoiding that which is not accurate, authentic and attractive. The librarian must study to adapt the book lists of specialists to the individual library. High ideals in selection should be tempered with common sense. Some books may be profitably used as "stepping stones" to better ones. The library should impose no age limit. Children of fairly intelligent parentage are likely to evade an age limit by using cards belonging to adults, while the children of the ignorant have no such resource, but the news-stand cheaply furnishes sensations without reference to age. The librarian can utilize the story hour and the reading club as an excuse to visit schools. The co-operation of the teacher should be earnestly sought. Sunday schools and clergyman may, similarly, be made allies of the library. Bible stories told at Sunday school by the librarian may lead to better use of the library. The librarian must know the conditions of the children's homes in order to intelligently direct their reading. Mothers may come to the library for an afternoon talk. Posters may be used to advertise the books. Picture bulletins should be sparingly introduced as they consume much time with a limited usefulness. A shelf of books by the librarians desk, wisely selected

with reference to some special line of reading is a simple and effective sort of advertising.

Principle of work with children. E. Lyman. Pub. Lib. 13: 125-6. Ap. '08.

Problem of the girl. Lib. J. 31: C200-3. Ag. '06.

Proposed juvenile court library. R. M. Baxter. Work with Boys. 7: 311-3. N. '08.

"The Juvenile court of Marion county, Indiana, located at Indianapolis, is about to undertake a definite plan to encourage and direct the reading of the offenders who are brought before it. . . . The plan is purely experimental and will necessitate the making up of a list of books, one for boys and one for girls, divided according to ages, and so far as possible, according to subject matter. The final list will have to be based on the books now in the city library, or on those the library trustees will secure on our recommendation. Each volunteer probation officer of the court, (and there are over two hundred), will be furnished with this list as a guide. The books will not be kept at the court room. Instead the child will be sent by the probation officer to the library, there enroll his or her name and draw the books suggested by the officer. Thus the boy or girl will get acquainted with the library, the current magazines and papers, as well as the books, which, in our library, are in stacks open to the public."

Public library and the child. C. B. Roden. Educa. Bimonthly. 2: 25-32. O. '07.

"The children's department of a library is a place of high ideals. Its foundations rest upon the two-fold theory that the reading habit is a good thing to cultivate . . . and that the cultivation of it cannot begin too early. . . . By habituating him, thru contact and familiarity, with the good in literature, the child is taught and accustomed to shun the bad and to know the futility of the merely indifferent." In Chicago there has not been sufficient means to establish branch libraries and the public library has not been in a quarter of the city which is very accessible to children. However in April, 1907, the Thomas Hughes reading room for young people was opened. Emphasis has been laid on the serious rather than the recreational side. The patronage comes chiefly "from the scholars of the grammar and higher grades, charged with a definite task, in quest of aid for debates or essays, or of collateral reading in the work of the school." The Blackstone memorial branch library has always been the Mecca of the children. It has organized a library league for the children with the motto "clean hearts, clean hands, clean books." The league has nearly 600 members. There is no direct work with the public schools in Chicago. "An effort made years ago to arrange for the circulation of books in quantities in the schools desiring them, failed because of disagreement as to which board,—library or school,—ought to assume the expense of transportation."

Rational library work with children and the preparation for it. F. J. Olcott. Lib. J. 30: C71-5. S. '05.

"The ideal children's room has a double function. First, it is the place in which the children are being prepared to use the adult library. . . . Second, the ideal children's room should take the place of a child's private library. . . . Our branch librarians and the children's librarians visit the schools of their districts, keep in touch with the teachers, lend them books, and encourage them to send the children to the library to look up subjects for school compositions." Home libraries are also sent out, and "gangs" are formed into clubs with "visitors from the library to meet them in the evening and keep them off the streets."

Children's department—Continued.

Reference work with children. E. Straus.
Children's Library. Ohio State Lib. 9-15.

Many children come to the library with questions that cannot be answered in print in language suited to their understanding. Verbal answers should be given in such cases. Children should be taught to select the salient thought or paragraph, to use notes, indexes, tables of contents. A list of books for permanent reference use is appended.

Report on library work with children. A. H. Jackson. Lib. J. 31: C89-97. Ag. '06.

A set of questions sent out to 100 libraries brought 76 responses. The report covers replies to the following topics: scope of the department, yearly appropriations, juvenile books in the library, selection of these books, periodicals, number of books loaned to children, age limit, guarantor, assistants in children's rooms, charging and discharging, care of books, discipline, fines, advertising books, work with schools, home libraries, settlements and allied agencies.

—Discussion. Lib. J. 31: C244-7. Ag. '06.

School and library wild flower day at Oakland, Cal., public library. C. S. Greene. Lib. J. 30: 344-5. Je. '05.

The first year 63 varieties of flowers were named and 1700 people visited the show. The next year there were 127 varieties of flowers and 3050 visitors.

Some library things done in Hartford, Conn. C. W. Hewins. Pub. Lib. 12: 86-9. Mr. '07.

Some things the Madison public library does. H. Ellis. Wis. Lib. Bul. 1: 45-6. My. '05.

Special aid for children. Pub. Lib. 14: 67. F. '09.

Children's library helpers, an association whose object is to help provide good books for the children's library department of the Providence, R. I., public library has been instrumental in having a booklet entitled Child's own library printed. This is a graduated list of books, selected by Mrs. Root, the children's librarian. The selections range from picture books up to books for fourteen-year-olds. A permanent exhibition collection of the books on this list is kept on the open shelves of the Providence library.

Stories of the pictures in the children's room. S. M. Collman. S. 16p. pa. '08. Cincinnati public lib.

What the librarian of a very small library can do for the children. F. Morton. Neb. Lib. Bul. No. 1: 3-7. F. '06.

The library, even if it contains only one room, should be made attractive to the children and comfortable and convenient for them to use. There should be a table for their use placed as far as possible from the reference works and periodicals in order that they may feel at ease and not be annoying to older readers. Provide comfortable chairs and tables even if those that are high have to be cut down. Place the children's books on low shelves and encourage the children to handle them. In selecting books study the lists made by able librarians, and consult the grade teachers. Teach the children to help themselves. They always enjoy this and even the very young children will soon learn to choose their own books. If the librarian visits the schools many children will come to the library out of curiosity, if nothing more. "It may be a good plan to invite the whole school, in the higher grades, to visit the library

in a body. If the teacher and the librarian plan together for this, they will be able to give the pupils a lesson in reference work." Above all the librarian should become acquainted with the children and their books. One of the easiest ways to do this is to give the children the privilege of doing something for the librarian. "While the librarian is coming to know the children she is becoming better acquainted with their books. Children who feel free and friendly will express their opinions of the books which they read. This advice is valuable even if the librarian is familiar with the books from her own reading. It is not always possible to see the books from the child's standpoint. It is necessary to know what the children like, as well as what is best for them to read. It is worse than useless to recommend to a child what he will not read, or what he cannot appreciate if he does read. It is depriving him of the benefit of his reading, and the librarian is losing his confidence. The more the librarian can know of the child and of the books from which he selects, the better she can help him to choose the best book which he is capable of enjoying."

What the modern library is doing. J. C. Dana. Ind. 70: 193-6. Ja. 26, '11; Same cond. Outlook. 97: 301-2. F. 11, '11; Excerpt. Pub. Lib. 16: 143. Ap. '11.

Active library work with children is a recent development. Up to about thirty years ago libraries were universally closed to children. As the idea that the library is an educational tool developed, barriers were broken down; the age limit was dropped from eighteen to sixteen, from sixteen to twelve, and finally was abolished entirely. The art of lending books to children became a specialty. Children's librarians have sometimes been so blinded by their enthusiasm that they have been unable to see the limitations of their field. Story telling is a worthy practice, but is somewhat out of place in the library. The loaning of book collections to schools is an ideal arrangement. "It puts a town's or a city's collection of books at the command of the city's paid experts in education in the most complete way. It makes of every schoolroom a branch library, at no additional expense for space or service. It interests every teacher in the resources of the main library—at least it should do so. It puts a small library directly under the hand of every child in the city, and thereby tells him plainly of the large main library which is at his service. And, finally, it gives him in his reading the enthusiasm and guiding skill of one, his teacher, who should most care to persuade him to read and should have most skill in telling him what to read."

Work of the Cleveland public library with the children and the means used to reach them. 2nd ed. 1-51. '10. Cleveland public library.

Work of the public library for children. Pub. Lib. 10: 412-4. O. '05.

Work with children; symposium. Pub. Lib. 11: 103-102. Ap. '06.

At Atlanta the story hour and picture bulletin have made a marked difference in the quality of books read. "200 children have copied recitations from our clipping book." Children use the reference department in preparing compositions and debates. Boston has about 150 places where children may be supplied with books. Besides the library and its branches these include "schools, public, parochial and reform, home library groups, playgrounds and parental institutions." Rules are few and silence is not insisted on. Talks are given to pupils of upper grades on the use of the card catalog and reference books. At Cincinnati "inexpensive collections of art studies are mounted separately on cardboard, and placed in large envelopes for circulation." Travel talks illustrated by stereopticon are very popular." In Newark, N. J. refer-

Children's department—Continued.

ence work is made much of. It fits in with the school work. Books are sent to schools and "single poems are mimeographed on manila paper and lent to teachers in sets of from 25 to 50 each. They are used in class as reading lessons and for memory and literature work and are very popular."

Work with children. (p. 12. Annual report, 1907. St. Joseph, Mo. Free public library.)

The St. Joseph, Missouri, public library as an experiment purchased 1600 stereoscopic views, with holders, for the children's department. They "have been an endless source of pleasure and instruction to the children. Teachers and mothers came in such numbers that it was found necessary to rule that 'grown ups' were not permitted use of the stereos when there were unserved applicants among the children. The views purchased were chosen with special reference to their value as aids in the study of geography, showing the people, their customs and industries, with interesting views in different countries."

Work with children. M. Conover. Pub. Lib. 12: 92-3. Mr. '07.

Work with children. C. M. Hewins. Pub. Lib. 10: 475-6. N. '05.

Work with children. M. B. Palmer. N. C. Lib. Bul. 1: 62-4. Mr. '11.

Every library, large or small, should set aside part of its space for the children. "The room or corner should be made just as attractive as possible. Good pictures, flowers and a cozy fireplace serve to heighten the cheerful effect of the room. Picture bulletins, beside leading the children to the books, add to the appearance of the room, while exhibits on various subjects bring good results. There should be no formal arrangements. The books should be on low shelves easily accessible, and the tables and chairs of suitable height. Noiseless floors are a great advantage in the children's room where the restlessness of childhood results in more or less disturbance. There should be no floor cases or alcoves, no arrangements which would increase the difficulty of discipline in the room. If possible one corner should be devoted to very small children, with picture books within easy reach." In book selection for the children's department, the small library "may well confine itself to the juvenile books which have stood the test of time."

Work with children at the colored branch of the Louisville free public library. R. D. Harris. Lib. J. 35: 160-1. Jl. '10.

Work with children from institutions for the deaf and dumb. A. C. Moore. Lib. J. 35: 158-9. Jl. '10.

Children's librarians.

Three essentials in the equipment of the children's librarian. E. Straus. Children's Library. Ohio State Lib. 4-6.

In addition to natural adaptation to the work, the children's librarian should have training and tools. Training should include some knowledge of "psychology, child study, history of education and the fundamental principles of teaching. An acquaintance with the classics, and a course in English based upon rhetoric and composition would give critical standards in the selection of children's books. A knowledge of juvenile literature may be gained thru wide reading of children's books, and methods of library work with children may be studied thru reports, bulletins, printed lists and Public Libraries and the Library Journal. Useful pamphlets are "Reading list for children's librarians," by M. F. Williams and B. M. Brown, New

York state library, "Lists of suggested reading for library work with children," Iowa library commission, and "Report on library administration in normal schools," National educational association. Children should be studied and the librarian should keep in touch with all workers with children. Equipment should include "collections of books, pamphlets and clippings on children's literature and kindred subjects, on story telling, home libraries, school work and methods of working with children in the library, library and publishers' catalogs, graded lists and bibliographies, samples of card board for bulletins and files of pictures and illustrations."

Training of a children's librarian at Pittsburgh. F. J. Olcott. A. L. A. Bul. 2: 213-6. S. '08.

Notes on this article are given under the heading Library schools.

Children's library. See Children's department.

Children's literature. See Children's reading.

Children's museum, Brooklyn. See Museums; Museums, Libraries of.

Children's reading.

See also Best books; Book selection; Children's department; Libraries and schools; Picture books; School libraries.

Adaptation of the classics. Pub. Lib. 15: 384-5. N. '10.

"Such adaptations result in a loss of power, beauty and fitness. The classics, since they are classics, are the product of great minds, and the effrontery of the smaller mind in attempting to improvingly interpret these great minds is without excuse."

Adventure books for boys. K. Munroe. A. L. A. Bul. 3: 267-9. S. '09.

Amateur's notions of boys' books. E. L. Pearson. A. L. A. Bul. 2: 158-62. S. '08.

Appreciation of literature. Ia. Lib. Quar. 5: 202-3. Ja. '08.

"The best of all agencies for the inculcation of a sound literary taste is the home library, well stocked with books new and old (especially old), accessible to the child from the days of his early toddlings, and offering him its unaffected welcome. But the old-fashioned home library, in the sense in which we read of it in the literature of memoir and autobiography hardly exists today. . . . The influence of the home library falling us, we must look to the agencies of the public library and the school to unfold for our young people the joys of reading, which are also much more than present joys, since they have the lasting effect of enlarging the contracted life of the individual until it coincides with the sphere of all human experience. Of these two agencies, we are bound to say that the public library has risen more completely than the school to the true conception of their common task. The reason is simple enough. The library, with its enlightened modern methods and the realization of its educational functions, treats the young reader as an individual; the school, shackled by system, treats him as the member of a regiment."

Arabian nights. E. Lyman. Ia. Lib. Q. 6: 141-5. Ja. '11.

The Iowa library commission has undertaken to make an evaluation of the many editions of children's classics with a view to assisting libraries in selection. This article presents an appraisal of the various versions of the "Arabian nights" and lists those editions which are recommended for library purchase.

Children's reading—Continued.

Beginnings of a literature for children.

C. Burnite. Lib. J. 31: C107-12. Ag. '06.

A history of the development of children's literature.

—Discussion. Lib. J. 31: C242-4. Ag. '06.

Bibliography of books and articles relating to children's reading. M. Widdemer. Bul. Bibliog. 6: 240-3. Jl. 11.

Bibliography of children's reading, by Franklin T. Baker. O. 65p. 30c. '08. Columbia univ. press, N. Y.

Book and the child. E. W. Bates. Harp. W. 53: 15. Ap. 10, '09.

A teacher in a New England town found difficulty in interesting pupils in the literature chosen for school study. "It was a boy, hanging about the desk one recess for the purpose of warmly recommending to me The lightning conductor, who voiced the sentiments of his class by inquiring hotly why people who wrote classics never wrote anything interesting; why, in all common sense, the class could not read Beverly of Graustark for literary study instead of Sir Roger de Coverly; why on earth anybody should read Addison anyway? Accordingly, I looked about for some books which were accepted classics, or else which had ranked somewhat higher from a literary point of view than the lighter and more fleeting favorites that had so taken their fancy. From these I posted a list for supplementary reading. The perusal of one novel, one short story, and one poem from the list were required monthly, and then the children were invited to report their impressions with perfect frankness." Arabian nights, Scottish chiefs, Don Quixote, Daisly Miller, the Virginian, the Prince and pauper were among those listed. The short stories included Margery Daw, Philosophy four, Brushwood boy, Courtin' of Dinah Shadd. Among the poems the Ballad of east and west was easily the most popular. No one cared for the Blessed damozel. The Virginian was read universally and ardently.

Book-selection committees for juvenile literature in Germany. I. Chadburn. Lib. Assn. Rec. 9: 56-69. F. '07.

Notes on this article are given under the heading Book selection.

Books and village children. A. M. Forster. Lib. Assn. Rec. 12: 566-72. N. '10.

Books for Christmas for the children. 16p. Pratt Institute Free Library. Brooklyn, '09.

Books suggested as presents for children.

Books for boys. Work with Boys. 7: 274-95. N. '07.

Various lists of books classified according to age and capacity are given.

Books for very young children. J. D. Brown. Lib. World. 9: 282-8. F. '07.

A discussion of the books that can be comprehended by very young children and a list of titles suitable for the ordinary children's department of a library.

Books of myth and legend: why boys and girls should read them. L. McCoy. Ia. Lib. Q. 6: 28-9. Ap. '09.

Books read by English boys. R. Irwin. A. L. A. Bul. 3: 274-6. S. '09.

Books that boys like. Pub. Lib. 14: 140. Ap. '09.

Part of a correspondence with Mrs. Laura E. Richards. The books listed are books written for grown ups that boys like or ought to like.

Boy's reading and how to guide it. E. M. Chapman. Delin. 75: 224. Mr. '10.

Buying books for children. Ind. 59: 1418-9. D. 14, '05.

Buying Christmas books for children. M. J. Moses. Dial. 51: 457-9. D. 1, '11.

"There are very few parents who go to the bookstores around the holiday season with any clear ideas as to what there is or what they want. Consequently, the publishers take a certain advantage of this ignorance, and attract the eye with ravishing colors. . . . We want a clearing-house for shoppers who seek children's literature." One story of athletics for boys is very much like another. In each "the game is the thing." Woman writers pay more attention to the spiritual development of their heroines. The output of literature for children is controlled by two factors. "Series" are easy to sell; and the greatest profit comes from books adopted by schools as supplementary readers. "It is therefore evident that there is a 'trade-mark' value to literature; in fact, if I am not mistaken, the title of 'The Little Colonel Series' has been patented. It is also evident that there is an educational style born of the desire to furnish information suitable to different grades of the modern public-school system. Owing to the latter demand, the juvenile market is flooded with books in which history is foreshortened, in which the classics are re-told, in which the 'Tales from Shakespeare', made famous by the Lambs, have been added to by zealous hands, anxious to complete the round of the dramas, and with volumes from which the element of cruelty has been weeded as a concession to fastidious minds." The result of this foreshortened history is that children are deprived of any distinctive biography. Another type of book is the book of travel written not in descriptive but in the narrative style "where the puppet characters ask impossible questions and receive encyclopaedic answers." Children's literature is also being over-edited, first because of ultra sensitiveness, and second because of a false ambition to simplify. "I am inclined to believe that literature lives because of its vitality; that to remove the soil around its roots enfeebls it; that modern mildness kills it. And when a book of fairy tales is issued, I immediately turn to 'Little Red Riding Hood' to see whether or not children are to have the satisfaction of shrinking over the ravenous wolf. There is an educative value in fear! It is desecration to prune a ballad for the sake of the modern peace societies—to omit descriptive lines from poems in the belief that juvenile readers dislike them. In other words, I would be faithful to the original—even to the extent of turning to the source for all material used by the professional story-teller. Only last year some daring writer pruned Cooper of the parts the writer deemed boresome; thereby he was content in the belief that he quickened the action. Imagine Thackeray relieved of his characteristic and literary padding! The juvenile market is flooded with such perversions. Even though the publisher has to cater to the tastes of all children, rather than to the taste of a particular child, still the copyright law should protect us from spurious volumes, no matter what the educational plea is. In substance an editor will say: 'The poem is given intact, save in those instances where unessential lines are omitted for the sake of simpler action and of greater clarity.' That is usually the volume to distrust." The best thing the average shopper can do is to ask first to see the special editions of old books. They may be more expensive

Children's reading—Continued.

but when it is possible to place such a book as Wyeth's illustrated "Treasure Island" in a boy's hands, he should not be allowed to waste time on a less expensive but more mediocre story. Children need not be fed wholly on what we call the permanent books. They need up-to-date books just as a man or woman needs a daily newspaper. "But I contend that though each year sees the manufacture of many juvenile books, there are but a mere handful of writers who really know how to tell a story or how to present a subject, unless the 'series' formula is followed, and unless an educational demand is fulfilled. . . . The situation admits of these conclusions: first, that there are very few people writing for children who really know how to write for them; second, that the larger percentage of writers go about their task mechanically, and according to a formula which may be readily learned after reading a few of the 'series' books; third, that educational strictures allow of little novelty; fourth, that fact crowds out imagination—in reality, the free play of imagination is not countenanced in modern education; fifth, that the field of bibliography is unusually poor; and sixth, that books for the kindergarten age are commonplace and scarce."

Carnegie library of Pittsburgh. Catalogue of books in the children's department. pa. 75c. '09. Carnegie lib., Pittsburgh.

"The Carnegie library of Pittsburgh has issued its new Catalog of books in the children's department of the library. The catalog includes the titles of 2500 carefully selected books suitable for children and is based on 10 years of study and observation of children's needs and wishes. Many experts on various subjects have been consulted. The catalog is fully annotated for the use of children, and is one of the most valuable pieces of work that has been sent out recently. The main portion of the catalog is arranged alphabetically, under the names of the authors. No effort has been spared to make it both useful and convenient. To increase its usefulness an alphabetical list of titles and a very full subject index have been added. The whole forms a volume of 604 pages." Public Libraries.

Carnegie library of Pittsburgh. Catalog of books: for the use of the first eight grades in the Pittsburgh schools. O. 33p. 50c. '07. Carnegie library, Pittsburgh.

Catalog for school libraries of Minnesota; selected and approved by the Public school library commission, St. Paul, Minn. 1-343. '09. Minnesota library commission, St. Paul.

The list was selected, graded, annotated and classified for the Public school library commission by Miss C. F. Baldwin and Miss Martha Wilson of the Minnesota library commission.

Child and his book. El. School T. 10: 21-8. S. '09.

A discussion of school readers.

Child and the book (reprinted from The lost art of reading): a manual for parents, and for teachers in schools and colleges. G. S. Lee. Mount Tom ed. O. 161p. *\$1.50. '07. Putnam.

Child and the library. M. Conover. (In Annual report state board of Lib. Com., Mich., 1907. p. 129-35.)

In order to beget in the child a love of and desire for books, care must be taken to have them correspond to the development of his tastes. "Fairy tales have their place, many of the animal stories might be classed in a similar category as well as the myths and legends,

and the highest ethical ideals may be set forth in stories of the heroes of the old time. . . . The world of fancy and speculation the purely technical must connect with life; we must bring the unusual into everyday and lift the ordinary into the realm of poetry. In the life of a child every action and taste, thought and habit count largely in moral and spiritual growth—work and play and vagrant fancy, these are all important. . . . The point of contact often comes through the desire of the boy or girl to do and make things. When one has learned that the treasures of the world's experience are at one's disposal thru the pages of a printed book, an important step has been taken in the knowledge of what a library means to daily life. One reason so many working men and women consider a library as a thing entirely apart from their interests is the lack of any place where they feel the printed page touches their own affairs. To give children with mechanical tastes a training which shall make them count the library their most useful friend all their days is most desirable. . . . The new methods of studying geography and history constantly make new openings for helping children in the library, from the kindertot who hears about the Seven little sisters, to the older boys and girls looking into the laws which govern the world's markets and the reasons for the particular development of nations and races. When a girl finds out, as Carpenter's Industrial reader suggested to me she might, that food does not mean simply bread and coffee or pork chops and potatoes, representing the drudgery of daily life, but is connected with history and geography, health and happiness, the well ordered lives of the favored, in short, has to do with a greater or less degree of civilization, it will become a broadening influence in her life instead of a narrowing one, an interest that requires something beyond a cookery book to satisfy."

Child education and literature. J. E. Sampster. N. Y. Times Saturday R. 14: 628. O. 23, '09.

Children's books. E: H. Cooper. Liv. Age. 264: 316-8. Ja. 29, '10.

"No human being who has ever spent an intimate week with a child, listening to the creature's opinions, and noting its actions, would ever dream of considering more than one per cent. of the child-books published every year nowadays for Christmas or birthday presents."

Children's books. L. Kaestel. Bogsamlingsbladet. 6: 151-3. D. '11.

Children's books and reading. M. J. Moscs. D. 8p., 272p. *\$1.50. '07. Kennerley.

A practical, workable guide to children's books and reading prepared after consultation with leading librarians. There are chapters covering the history of children's books from early times to the present day and others dealing with the general purpose of the books besides a sixty-seven page appendix of book-lists carefully arranged and classified.

Children's books for Christmas gifts. Minn. Pub. Lib. Com. Notes. 3: 66-71. D. '10.

Children's books in inexpensive editions. C. Marvin. Wis. Lib. Bul. 1: 54-6. Jl. '05.

Children's catalog: a guide to the best reading for young people based on twenty selected library lists; comp. by Marion E. Potter. pt. 1, author, title and subject catalog of 3000 books; pt. 2, author and subject index to St. Nicholas, volumes 28 to 36, and analytical subject references to about 400 books cataloged in part 1. \$6. Minneapolis, Minn., Wilson, '09. (Standard catalog series.)

Children's reading—Continued.

Children's century; Chicago school children and good books and reading. H. L. Dickey. il. Harp. W. 53: 24-5. Je. 5, '09.

Describes the use of children's literature in the Chicago schools.

Children's librarian versus Huckleberry Finn: a brief for the defence. E. L. Pearson. Lib. J. 32: 312-4. Jl. '07.

Children's library; selected by M. H. Prentice and E. L. Power. D. 78p. 25c. '04. Cleveland public lib.

Eight collections of children's books are listed, one for each of the elementary school grades.

Children's literature. A. H. Perkins. Pub. Lib. 10: 238-40. My. '05.

Discussion of books by Mrs. Ewing, Miss Plympton, Mrs. Richards, and Mrs. Lothrop.

Children's magazines. M. C. Fraser. Pub. Lib. 16: 151-3. Ap. '11.

An appraisal of seven American magazines for children and of the children's pages of the Ladies' home journal and the Woman's home companion.

Children's reading. T. Hitchler. N. Y. Libraries. 1: 105-7. Jl. '08.

"Roughly speaking, we recognize three ages from birth to maturity. The first, that of the young child, from infancy to say 8 or 9 years, is that of the story-telling age. . . . The child at this age is very imaginative . . . and needs the fairy tale to feed upon as its proper mental food. Having reached this conclusion the question becomes not so much what to tell as what not to tell. The erroneous idea that any number of curious incidents strung together so long as the characters bear no semblance to those of real life will prove an acceptable fairy tale is one explanation why so many modern so-called fairy stories are failures. A fairy tale must ever represent a great truth in a simple manner, must show cause and effect if it is to live. That is why the old fairy tales seem immortal. Give children the best stuff always, no matter what their age or whether you read aloud to them or they do the reading for themselves. Habits of reading as well as other habits, good or bad, are formed in childhood and oftentimes irrevocably. . . . From the age of 8 or 9 to 12 or 15 at least, the boy craves tales of adventure, adventure with a capital A. . . . The average girl at this age, with few exceptions, will turn to school-life stories and stories of home and family life, and both boys and girls will read biography and history now if interestingly told. . . . Now is the time to place before them Sir Walter Scott and Dickens and Cooper and others.

Before we can quite realize it, we are awakened to the fact that the boy has become a youth, with aspirations and ambitions which we must endeavor to encourage and to satisfy. To him, now, books that deal with facts, not so much facts of life in general, but scientific facts and information bearing on the trades, the professions and the arts, begin to assume dimensions of importance. The girl, meanwhile, has also grown, has begun to put up her hair and to let down her skirts and has reached what for want of a better term, we may call the sentimental age. It is the duty of mothers and educators now to see that that sentimentalism is properly fed on wholesome reading matter so that it does not degenerate into mawkish sentimentality. She begins to yearn for novels, we must see to it that she gets good ones, with a natural outlook on life."

Children's reading as a factor in their education. G. S. Hall. Lib. J. 33: 123-8. Ap. '08.

"Differences in reading tastes between boys and girls, which are very slight in early childhood appear several years before puberty, and thereafter increase rapidly. These differences are so spontaneous, so well established by many statistical studies by various methods upon so many thousand children that they should be duly recognized by librarians, teachers and parents." Girls read more than boys and read what others read. Boys do not care for recommended books. Both love literature about animals but boys care most for the literature of wild savage beasts and hunting, while girls prefer accounts of pets and domestic animals. "Boys read most history, science and travels, girls most novels and poetry. . . . Boys love adventure, girls sentiment. . . . In childhood both sexes are interested in fairy tales, but girls most, and while boys practically cease to care for them by the fourth or fifth grade, girls' zest continues thru the sixth, seventh and later. Girls care far more for niceness, whether of style, binding, illustration; treat books better and are more amenable to library rules. . . . Girls love to read stories about girls which boys eschew, girls, however, caring much more to read about boys than boys to read about girls. Books dealing with domestic life and with young children in them girls have almost entirely to themselves. Boys on the other hand, excel in love of humor, rollicking fun, abandon, rough horse-play and tales of wild escapades. . . . The reading interests of high school girls are far more humanistic, cultural and general, and that of boys is more practical, vocational, and even special. Girls' interest in love stories and romance is earlier, far greater and continues longer than with boys, and the same is true, altho to a somewhat less extent, for society tales." President Hall contends that there is a need for a kind of animal and bird book that does not exist, viz., a monkey book, a wolf book, etc. Again there is a need "for condensed and simplified stories of the great mythic cycles, epics and classics." We also need a child book which gives an account of primitive and savage life.

Child's guide to reading. J. Macy. \$1.25. Baker. '09.

Child's library. Nation. 89: 426-7. N. 4, '09.

Comment inspired by "The child's own library: a guide to parents," published by the Brooklyn public library. "The writer of books for children must not condescend. . . . The best books for children are the books written for men and women."

Child's library. Mrs. G. F. Harper. N. C. Lib. Bul. 1: 64-6. Mr. '11.

The writer makes a plea for "fewer books and many rereadings." Let the books chosen be written in good English, printed and bound worthily, and teach the child to handle them with respectful care. Fairy stories, nature stories and "true" stories should all have a place in the child's library. "Children do not love exciting or morbid stories unless they are fed upon them until the taste is vitiated. Neither do they like quick movement in a story, and I have but small patience with the idea that a story like 'Ivanhoe' is more suitable for children when reduced to pemmican. Surely the charm of 'Ivanhoe' is not in the plot but in Scott's magical way of telling the story; and when we change it we are giving the child dry bones for savory meat. . . . I am puzzled to know why there should be a distinction between boys' and girls' books, when there is no such line drawn in the literature of their elders. It must be a device of publishers by which unreasoning parents are beguiled into buying a book for Tom and another for Dorothy when one volume might answer for both. These so-

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called girls' books are apt to be either colorless or morbidly introspective; and while girls read them with avidity, I think they serve no other purpose than to pave the way for the present-day novel. On the other hand, the better class of boys' books almost always have some ethical value." The books published for use as supplementary readers are to be recommended. They are carefully edited and are well printed and well bound. The child should read books which will introduce him to "the magical thing called style. The thing which wakes him up to the fact that there is a difference in books, not only in regard to the thing told, but in the manner of the telling."

Christmas book exhibit in libraries. M.

W. Plummer. Lib. J. 36: 4-9. Ja. '11.

Notes on this article are given under the heading Christmas exhibits.

Concerning the juvenile library. I. Briggs.

Lib. Asst. 6: 172-9. Ag. '08.

The primary aim of a children's library should be educational. Children are in the formative stage, hence discipline is fundamentally necessary in their reading. Books should be carefully classified and each child allowed to read only what it is ready for. It is hard for the librarian to know the child well enough to determine what it should read, and it would seem best to place the juvenile books in the school, or at least establish such relations with the schools that the children's reading would be under the supervision of the teacher. The child's reading should be limited to those books that rouse it to self-activity, hence the best books are those containing knowledge that can be applied. Reading should not be forced upon small children and should not encroach upon their time for play. The most suitable age for admission to the library would seem to be ten years for the juvenile library and not less than fourteen for the adult library. Care should be exercised in admitting children to the adult library and in selecting their books, for this is the time when their ideals and life habits are formed.

Crumbs of comfort to the children's librarian. E. P. Underhill. Lib. J. 35: 155-7. Jl. '10.

Cultural value of books for children. I. Lawrence. Minn. Pub. Lib. Com. Notes. 2: 77-80. N. '07.

"Love of rhythm for instance, is a fundamental instinct of the little child's soul. . . . The following collections should be in the child's library; Stevenson's Child's garden; Scollard's Boy's book of rhymes; Eugene Field's Lullaby land; Frank Dempster Sherman's Little folks lyrics. . . . Stories of animals answer to a strong instinct of the boy or girl. . . . When children arrive at the age of ten or eleven hero worship develops. . . . Adventure of the right kind chronicled by a master hand is healthy and attractive."

Detroit public library. Children's catalog. Q. 215p. 22c. '08. Detroit public library.

Educational value of the library. F. M. Pierce. Vermont Lib. Com. Bul. 6: 6-7. Mr. '11.

The class of reading matter on which a large proportion of our people are feeding is not a credit to our educational system. The chief reason for this is the lack of supervision of the reading of children and young people. "The law requiring a child to attend school that he may learn to read should carry with it the unwritten law of a supervision of his reading until his tastes are formed." The diet for the school room is prescribed but the wise

teacher will consider also what the child gets between meals. "Both teachers and librarians need to become more familiar with books suitable for children so that we may recommend books with wisdom and enthusiasm. When we cease to be interested in the literature of childhood it is time to lock the doors of the school-room and library and give up the keys to some one else."

English illustrators of juvenile books.

H. Macfall. il. Good H. 51: 523-31. N. '10.

Essentials of a good book for children.

E. L. Morrissey. Pub. Lib. 11: 548-9. D. '06.

"Good books for children should give ideals as well as ideas. They should give facts, fancy, humor, and choice diction. . . . We must see that they have history, biography, travel, and art; books that have a wholesome point, that excite wonder and leave a question in the mind; that have a moral, but, so subtly put that the child will unconsciously see and feel it." Books for children should be attractive "with artistically colored covers with pretty designs or pictures on them. When the child opens the book he should see good pictures—we cannot have too many pictures. The child loves color, so he should see daintily colored pictures in some of his books. All should have large type, wide margins, good paper. The pages should be paragraphed, as nothing is more discouraging to the child than to open a book to a solid page of closely printed matter." Small books are more convenient to handle than large ones. Often a book is made attractive to a child if he is told what the story is about.

Fairy tales. Pub. Lib. 11: 175-8. Ap. '06.

Characterization of the various books of fairy tales. "It is far better to encourage re-reading of the imperishable tales, than to gratify an insatiable desire for trumpery."

Fine editions of children's books. Wis.

Lib. Bul. 5: 10-1. Ja. '09.

Fingerposts to children's reading. W. T.

Field. S. vii, 9-275p. **\$1. '07. McClurg.

Contents: The influence of books; Reading in the home; A list of books for home reading; Reading in the school; Supplementary reading; The school library; The public library; The Sunday-school library; The illustrating of children's books; Mother Goose. Appendix. Lists of books for school and Sunday-school libraries arranged under subjects, with grades to which they are adapted.

First 100 books for the children's library.

C. W. Hunt. N. Y. Libraries. 1: 9-10. O. '07.

First selection of 500 children's books

for a library. Comp. by E. L. Power. 72p. Michigan state library.

A classified list with the grade indicated in the margin.

550 children's books: a purchase list for

public libraries. comp. by H. H. Stanley. D. 24p. pa. 15c. (D.) '10. A. L. A.

"To indicate a model collection of books for a children's room is not the plan of this list. It aims rather to cull from the mass of juvenile literature in print, some five hundred or more titles approximately the most wholesome and interesting and the most useful in average public library work."—Preface.

German principles for selection of children's books. A. M. Jordan. Pub. Lib.

13: 1-3. Ja. '08.

Children's reading—Continued.

Golden age of readers. H: A. Miers. Lib. Asst. 7: 22-3. N. '09.

Good and poor books for boys and girls. C. Burnite. Pub. Lib. 11: 360-2. Jl. '06.

As children outgrow fairy tales they want stories of modern life such as they realize they are living. This is the time to give them books which shape personal ideals such as school, war and adventure stories for boys, and school, home, romantic, and sooner or later love stories for girls. "The basis of judgment for children's books is first the ethical, second the dramatic, and after that atmosphere and style."

Good juvenile books of 1907; from the New York state library's tentative selection of best books for 1907. Lib. Occurrent, No. 12: 9-12. Jl. '08.

Graded list of stories for reading aloud. Comp. by H. E. Hassler. 34p. '08. Public library commission, Indiana.

This list was prepared to meet the increasing demand for good stories to read to schools. "Many children are absolutely dependent on their teachers for the cultivation of any taste for good literature, without which the simple ability to read may prove as much of a curse as a blessing." It is not a graded list of the world's best stories, but a list of 20 or 30 books that will "be found enjoyable to both teachers and pupils, and will leave the children with some idea of the best juvenile literature."

Graded supplementary reading. Mrs. G. G. Pond. Penn. Library Notes. 3, no. 1: 7-10. Ja. '10.

Great literature and little children. Mrs. H. L. Elmendorf. St. Louis Pub. Lib. Bul. n.s. 2: 138-41. My. '06.

"What is read to a child, what a child reads, is not valuable chiefly for the facts thereby taught, but rather for the pleasure that it gives now, and still more for the pleasure it prepares for in after life." Mother Goose is a good book to begin with and begin when the child is very young. Then according to the New York state list the following might be used in the order named:—Verse and prose for beginners, Baby's own Aesop with pictures by Walter Crane, the Popsy ring, by Kate Douglas Wiggin, Grimm's Fairy tales, Hans Christian Andersen, Tales of Mother Goose, by Charles Welsh, Hawthorne's Tanglewood tales, and Wonderbook, Kipling's Jungle book, Uncle Remus, Book of nature and myths, by Florence Holbrook, Collection of wigwam stories, by M. C. Judd, and Fifty famous stories retold, by James Baldwin. Besides these are Old and New Testament stories in the Modern reader's Bible set "which are in the real words of the Bible, but so arranged as to tell the stories, and nothing but the stories."

Historical story for boys. E. T. Tomlinson. A. L. A. Bul. 3: 270-4. S. '09.

"The normal boy demands a story. Sermons may be better, but not better for him. The Bible does not open with a scientific disquisition upon the evolutionary hypothesis of anthropological origins,—it begins with the story of Adam and Eve. Even the Great Teacher did not speak without a parable. This is the law of life. It is more, it is as vital as breathing. In his story the boy demands action. He wants no involved plot, no introspective analysis. 'Something doing' is more than slang, it is a demand. For him the tale is not adorned by an implied or appended moral. He wants no tall to his tale. Even when the boy is quiet he wants his heroes to be doing things. Now this is the secret of the appeal of such books as Deadwood Dick and Slim Sam the sleuth."

How about the motor boys? C. E. Scott. Lib. Occurrent. 2: 190-1. Mr. '11.

How may a teacher lead children to read good books? P. W. Kauffman. Lib. J. 31: 170. Ap. '06.

A teacher may read books at school, she may recommend books to pupils, or she may have a list of books from which the children may choose, using such books instead of textbooks in reading, holding the children responsible for every book so read.

How New York guides its children thru good reading. C. G. Leland. il. Harp. W. 52: 12-3. D. 26, '08.

How shall children be led to love good books? I. Lawrence. Pub. Lib. 11: 179-83. Ap. '06.

Children under eight delight in the marvelous. They enjoy myths and fairy tales. They live in the story. "Action must follow action in a satisfying story with no stupid explanations of moral or other motive or connection." Fears add interest if they are properly surmounted. "Animals are loved for the human quality in them." From eight to fourteen boys are intensely practical. They read to find out how things are done. They also delight in fighting and adventure. Let the girls read their brothers' books and in addition give them Scott and Dickens. From fourteen to eighteen there is a legitimate craze for all sorts of reading. The wider the range allowed the broader the basis is laid for study afterward, and the larger the outlook obtained for study. "Only let it be wholesome literature."

Illustrated books for children. C. Veth. il. Boekzaal. 4: 187-202. My. '10.

Illustrations for children's books. A. T. Eaton. N. Y. Libraries. 2: 128-30. Jl. '10.

Interesting evidence upon books popular with young people. Wis. Lib. Bul. 7: 188-9. N. '11.

Lists of books which by popular vote were declared to be the favorites of boys and girls in a New York City high school and in some of the high schools of Wisconsin.

Juvenile court and Cleveland public library. R. C. Gymer. Lib. J. 35: 159-60. Jl. '10.

Libraries and the child. G. Egremont. Westm. 173: 175-82. F. '10.

Library membership as a civic force. A. C. Moore. Lib. J. 33: 269-71. Jl. '08; Same. A. L. A. Bul. 2: 373-5. S. '08; Same cond. Pub. Lib. 13: 265. Jl. '08; Excerpts. Minn. Pub. Lib. Com. Notes. 2: 128. S. '08.

Notes on this article are given under the heading Children's department.

List of books recommended for a children's library. A. C. Moore. O. 22p. pa. 10c. '03. Iowa library commission.

Methods to be used by libraries working with schools to encourage the use of real literature. M. D. McCurdy. A. L. A. Bul. 1: 289-93. Jl. '07.

Mother's list of books for children. G. W. Arnold, comp. 270p. \$1. McClurg. '09.

Mrs. Arnold's book is a revised and enlarged edition of one privately printed a few years

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ago for home use, and classified by age and not by school grade. It is a carefully selected list adapted to the capacity of children who have books of their own, and are ready at five for the Boutet de Monvel "La Fontaine," and at six for Scudder's "Children's book" and not for children from bookless homes who often do not advance beyond "Peter Rabbit" till several years later. . . . To parents who would like to give their children the best that there is, the little book is full of suggestions, for few books not of permanent value are suggested in its pages. The annotations are full and often illuminating, as for instance on Tom Sawyer. "Boys love it, and broad-minded parents will put the volume in their children's hands before they borrow it." The classification and grading are the result of Mrs. Arnold's experience with her own children, and the full annotations show that the books have been carefully and conscientiously read. C. M. Hewins. Library Journal.

Mother's meetings at the East Liberty branch library, Pittsburgh. H. C. Ellis. Penn. Library Notes. 3. no. 1: 3-5. Ja. '10.

Need of guidance for children's reading. Harper. 119: 637-40. S. '09.

"It is not desirable that the boy and girl under fourteen years of age—and it is these we are now considering—should have their faces turned resolutely toward the future. It is better that they should be affected by the extremely advanced tendencies of their time—properly dominant in those who have passed adolescence—not directly, but only as inevitably reflected upon them in their sheltered seclusion by unaggressive elders who respect that seclusion. The precocious gulping of ultra-modernism would induce mental and moral indigestion. The indiscriminate reading by these very young people of even the best advanced fiction should be deprecated. George Meredith, Thomas Hardy, Henry James, and the novelists who have followed in similar lines, have had no such audience in view and would not naturally appeal to it. Of all the Victorian novelists, Dickens especially commends himself to the child, while Thackeray and Ainsworth are especially to be recommended along with Sir Walter Scott, of an earlier period, for their vivid and masterly portrayal of a by-gone pageantry. The child, without judicious guidance, would select of current literature the worst, while the most distinctively modern examples are unsuited to it, requiring maturity for their appreciation. Such contemporary adepts in the field of romance as Hewitt and James Branch Cabell must wait for that ripper time. . . . The really new literature is for the most part remote from the ready appreciation of the child. It is just that spectacular, that romantically picturesque and picturesquely romantic world which the new literature has abandoned that is, and should be, the cherished possession of the youthful imagination. It is in books that this youthful imagination must find its main satisfaction—especially in the great old books. The present revival of pageantry—which may be called a revival only in a general sense, since our pageants are, in their whole scheme and motive, different from those witnessed in former times, being contrived rather than spontaneous—has, and is intended to have, a distinct educational value for the young, quickening their interest in the historic past, not only recalling critical events, but, in a vivid appeal to the eye, giving them their old picturesque habit and color. The spectacle tempts to the reading of history for a deeper sense of the hidden meaning. But history need not be pursued by the child for full and precise information, and still less for philosophical interpretation. It may well be merely an impressive drama until a later period. Plutarch and Rollin served in ancient history most of the boys from the middle of the eighteenth to the middle of the nineteenth

century. The appeal to the child's imagination through the masterpieces of past literature, including the Bible and Shakespeare's plays, whatever else is left out, is the most essential thing. Cervantes' Don Quixote should supplement the Waverley novels. It is to be regretted that the study of Latin and Greek has lost its old place in the early training of children. But, if not in the original, Homer and Virgil should be read in the best translations. Greek mythology seems indispensable, and that of the northern races is hardly less important for its imaginative values, and tho not so intimately associated with all classic poetry from Homer to Tennyson, is closely blended with the heroic and romantic legends of our pagan forbears, and has now a fresh significance from the development of Nibelungen themes in the modern opera. Folk-lore tales—including the ever-cherished fairy story—from the ancient Metamorphoses to Uncle Remus, are the native heritage of children, and to a great extent freely shared by them before they learn their letters. All these creations of human genius—whether of the individual or of the race—belong to the child, and if it is defrauded of them, or if they are postponed, being displaced by juvenile concoctions deemed more useful and didactic, the native appetite for them will be lost and with difficulty recovered at a later period. The public school should help children to their own by direct suggestion and by such arrangement of the course of study as shall allow abundant leisure for reading. It is wisely, as a part of its curriculum, familiarizing Shakespeare to its pupils, so that the poet is now more generally read by children than ever before. The public librarian should temptingly lead children to the old masters, especially to those of English literature."

Norwegian school libraries. N. Rolfsen. For Folke-og Barneboksamlinger. 1: 17-22, 41-4. '07.

Children's libraries must undoubtedly begin with entertaining. Entertaining books increase the desire for reading and give readiness in it; they are for school children what a journey abroad is to those who have learned a foreign language. But there should also be instructive children's books. Scholars competent to write such books should do the work. Of material there are veritable mines in history, zoology, geography, etc. This material must be chosen, however, with insight and pedagogic skill and be treated with literary art; otherwise the work will be in vain. (Translation.)

Notes on children's books. Lib. Occurrent, No. 12: 1-3. Jl. '08.

Among the best illustrated books for smaller children are "the Caldecott books, those by Walter Crane and Kate Greenaway, the Dornig Indian books, Boutet de Monvel's beautiful Joan of Arc and Jessie Wilcox Smith's Rhymes of real children." The first literature of childhood is Mother Goose. Fairy tales follow naturally. In selecting them, buy the old ones first, Grimm's and Andersen's, then Lewis Carroll's Alice in Wonderland, Jacob's and Stockton's fairy tales, and Joel Chandler Harris' folk-lore stories. "Do not try to run the children's room without the Heart of oak books." The Greek and Norse myths and King Arthur stories should be placed in the children's library and care should be used in selecting the editions. Among the best animal stories are Beautiful Joe, Black Beauty, the Jungle books, and Jack, the fire-dog. "The Pittsburgh library has a good annotated animal life list that will help in the selection of books." The selection of fiction is most difficult for an author seldom keeps up to the standard. In buying, buy the Alcott books first, Coolidge's Katydids series, Donald and Dorothy, Nelly's silver mine, Barbour's school stories, the Bimbi stories by Ramée and Leather stocking tales. Care should be taken in selecting from the many children's writers, to buy only what is strong, clean, and wholesome. "For general collections of poetry have as many good ones as you can. The whole value of your work depends upon whether the

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books you have are worth while. The actual reading of books may be just as harmful as it is helpful if the books are not of the right sort."

Notes on children's books taken at lectures given by H. E. Hassler. Pub. Lib. 14: 136-9. Ap. '09.

Colored supplements and caricature, such as the Denslow books are condemned. After Mother Goose, fairy tales are the child's natural reading. The old, standard fairy tales should be purchased first—the new ones, many of them, never. Scudder's Children's book is the best compilation. Jacobs is the best modern writer of fairy tales. Greek myths may be put at the beginning of Greek history, and the Arthurian legends at the beginning of English history. Norse mythology should follow classic lore, and Christian myths, including St. George and the dragon, should not be omitted. For this latter type of legend Amy Steedman's *In God's garden* is the best book. Animal stories come next to fairy tales. The Pittsburg list of such stories is a valuable aid in selection. Some of Ernest Thompson-Seton's books are a delusion and a snare. Miss Alcott's books are still the best children's stories we have had. Mrs. Burnett should be left out, as she does not understand the normal juvenile mind. Barbour is a safe writer for boys. Henty is dangerous. Get many good general collections of poetry. Use advertising methods, bulletin boards, etc. to get books read. Freedom in the children's room is desirable, but a sense of obligation should also be inculcated. Keep a record of the child's reading on his library card and do not transfer him to the main library until his card shows that he is ready for it. The story hour is not for amusement, but as an introduction to books. The children's room should be attractive, cozy and dignified. Bufts and yellows are best for a color scheme.

Novels and children's stories of 1907-8, recommended for libraries receiving the state grant. Conn. Pub. Lib. Doc. 1, 1909: 1-6. '09.

Old-fashioned children's books. Liv. Age. 261: 754-60. Je. 19, '09.

A description of the priggish, unchildlike books of sixty years ago.

Old tales and modern adaptations. M. M. Douglas. Ia. Lib. Q. 6: 134-40. Ja. '11.

Attempts to remodel the folk tale, or to edit or adapt it until little of its original form remains, and until both its strength and its beauty are lost, are condemned. The versions recommended are those which preserve the form and spirit of the original tales. "The pleasure given to children . . . can be measured only by the loss they suffer when they are given nothing but the remodeled stories. As specimens of English for the reading of young children they cannot be surpassed, and their simple and direct language should have a strong effect upon the speech of the children to whom they are familiar." Whenever possible the collections of a folk-loreist should be chosen. He "preserves the historical and sociological elements of the tale, and his version, even with its unfamiliar dialect and obsolete wording is usually the more picturesque and simple, and leaves a more distinct impression with the children. It is true that this version whole and entire is frequently unsuitable for children but the useful art of cutting where absolutely necessary, but not altering, can be employed." In attempting to present a "moral" tale by the expurgation of all that seems to them horrible in the old stories, editors may defeat their own purpose. "Slaughtering and bloodshed were, indeed, of daily occurrence in the life of Jack the Giant-Killer. But those were perilous times, and when the tale is told with faithful attention to its an-

cient setting. It is as fit for youthful ears as the story of Hector's valiant death before Troy. . . . The children's librarian may do much to preserve the old tales in their original form. Careful reading of each new collection of fairy tales that appears, and comparison, in the case of the old tales, with the best versions that we have, criticisms of the illustrations, duplication of those books that give the best versions for circulation from the children's room, and a thorough study of the versions to be used for the story hour are means she may use to this end." A list of editions recommended for children's rooms is appended.

One hundred of the best non-fiction books for children. Vermont Lib. Com. Bul. 5. no. 4: 5-6. Mr. '10.

One hundred of the best story books for children. Vermont Lib. Com. Bul. 6, no. 2: 6. S. '10.

One syllable versions of the classics. A. L. Whitcomb. Ia. Lib. Q. 6: 140-1. Ja. '11.

Our juvenile readers. Lib. World. 9: 257-62. Ja. '07.

"If in childhood a taste for reading be acquired, it will, if properly guided, not only be an everlasting source of pleasure, but will also awaken a desire for good literature and study. Too great importance cannot be attached to what children read; the choice of books in later life almost entirely depends on the class of literature assimilated in the days of childhood and youth."

Parent and the librarian; both should keep an eye on the child's reading. M. J. Moses. Good H. 48: 398a-d. Mr. '09.

The children's librarian needs the assistance of the parent in order to meet the needs of the individual child. The average parent is indifferent to what the children read. Some way of inducing the parent to come to the library must be devised. The librarian can reach mothers by attending patrons meetings at the school and speaking directly to them. The children of the poor frequently read better books than the children of the rich, whose parents conspire to make weaklings of them. Women's clubs should be in cooperation with public libraries in the matter of children's reading. The ideal child is not the public school child, or the library child, but the home child, and the parent must guide that child's reading.

Picture books for children. C. W. Hunt. Outlook. 96: 739-45. N. 26, '10.

Picture books—good and bad. Mrs. W. B. Willard. Pub. Lib. 11: 562. D. '06.

Notes on this article are given under the heading Picture books.

Reading for children. Nation. 83: 551-2. D. 27, '06.

Reading for children. Nation. 89: 562-3. D. 9, '09.

"Much nonsense has been put forth about the regulation of children's reading. This is a late day to attempt a rigid censorship of an urchin's literary acquaintances, and as for leading him, there is probably no method better than that of our grandfathers—to turn him loose in a man's library and let him taste its strong fare. . . . But we have a class of writers 'for youth' whose influence is really demoralizing. It is their postulate which the comic supplement develops to the point of nausea. We mean that order of scribbling parasites who make a business of flattering children into the belief, or the 'working hypothesis,' that they are wiser and better than their elders. Honest

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parent, do you know why your boy likes Horatio Alger? Did you ever read *Do or dare*, or one of its congeners? If so, you realize that a large part of the charm lies in the superiority under all circumstances of the youthful hero. His father, or guardian, or employer, is a grown man, and, as such, either a fool or a tyrant—preferably a little of each. The boy himself, from the first page, is exhibited in the enviable act of doing or daring his elders at every possible turn. . . . The same bauble of triumphant adolescence is dangled before the fancy of the girl reader. We have been moved to these remarks by chance contact with a new story by a popular writer for girls. The heroine has always been downtrodden by a heartless and stingy mother. We have the advantage of admittance to the scene at the moment when the worm turns. After the first few pages we have nothing to fear for the daughter, who thereafter has everything her own way—a selfish, vain, saucy little prig, greatly admired, to all appearances, by her creator, who does not hesitate to describe her as 'living the golden rule.' It is hard to believe in the honesty of the purveyor of this sort of commodity. We do not see that he is to be distinguished in kind from those notorious offenders who are guilty of the red and yellow enormities of the comic supplement."

Reading for children. C. T. Brady. N. Y. Times Saturday R. 14: 638. O. 23. '09.

Forty years ago there were few children's books, and not many of them were of much account. It would scarcely be correct to say that today there is an embarrassment of riches, "for riches is too choice a term for most of the offerings. . . . On no account are boys and girls to be introduced in stories to the mysteries of nature, to the grim and terrible things of life. There will be time enough later on for that. Let us preserve their youth, their sweetness, their freshness, their joy of life. Books dealing with sex problems, passionate love stories, tales of dishonesty and dishonor, extraordinarily sensational books, and books which are calculated to produce discontent should all be avoided. Books with lessons of courage, both physical and moral; books of stories of self-sacrifice and devotion; books with genuine and real historical interest presented fairly and without prejudice; books which show the troubles and trials, but not too vividly or too realistically, of the seamy side of life; books with a human touch in them, with real boys and girls in real situations; books with a laugh in them—these are the ones to be sought for. . . . How, then, among the hundreds of children's books which are presented, shall one decide? There are but three criteria to enable one to arrive at even an approximately safe conclusion: the name of the author, the name of the publisher, and the opinions of competent critics. The illustrations are also somewhat useful in disclosing the kind of story. . . . Children's books, which I have reviewed for several years, are generally easily divided into several classes, historical books, adventure books, nature books, books of school and sport, books about business, and so on. I should endeavor to make a selection among the different classes so as to present a variety. Some boy may be devoted to scientific study. Some people would say, give him that kind of a book, but I say no. Give him a book of play. Conversely, the boy whose mind runs unduly to athletics should be gently shown that there are other fields in which humanity may exploit itself. A boy who is all for history should be introduced to nature, (fakers barred!). The stay-at-home should have adventure presented to him. Have two objects in view, the betterment of the boy and girl, and the amusement of the boy and girl as well. . . . Above all, see that the boy's books are manly, and the girl's womanly, and avoid milk-and-water, goody-goody, mawkish, sentimental books. I wonder if anyone reads the Rollo books now? In conclusion, one final word of advice. Read to and with your children yourself. You can do more to form their literary taste, and incli-

dentally, perhaps, to develop your own, by reading good books to them than in any other way. They will assimilate a much higher grade of literature in that way, which they would not read if left to themselves. . . . Let me say one or two words for the much-abused supplement. Some of the series, as the *Adventures of Nemo*, and the *Newly-Wed's Baby*, are very delightful and amusing to children and their elders as well. They stand in a different class entirely from *Happy Hooligan*, *Panhandle Pete*, *Relentless Rudolph*, *Simple Simon*, and the others whose name—like the devils of Scripture—is legion. Nothing is more vulgar than most of these and some of them are positively immoral in their suggestiveness."

Reading for culture. M. Van Buren. Minn. Pub. Lib. Com. Notes. 7: 4-8. Ap. '06; Same. Vermont Lib. Com. Bul. 2: 5-6. D. '06.

Children. "will read the best if only the best is put within their reach. . . . One mother writes that the greatest good her little girl of eight has derived from her reading is the large vocabulary she has acquired. . . . This same mother says she has never to suggest a game or amusement to her little girl for the child is constantly playing the things she reads. . . . Begin early to give the child pure English and there will be little use for rules and text-books in language. The Bible is full of beautiful poetry, beautiful love tales." Do not spoil it by questioning and analyses, but give it to the child in its entirety, as for example in Moulton's stories of the Old and New Testament.

Reading for pleasure and profit; a list of certain books which young people find entertaining, being chiefly books which older readers enjoyed when they were young; published for high school students and other readers. D. 16p. '09. Free public library, Newark, N. J.

"This list was compiled several years ago by the high school instructors and has since been often revised and changed. The division into eight parts has been made for convenience in suggesting books to pupils from 14 to 18 years of age in the several high school grades." Library Journal.

Reading of children. Nation. 87: 307-8. O. 1, '08.

Reading of high school boys and girls. P. Chubb. Pub. Lib. 16: 134-8. Ap. '11.

Notes on this article are given under the heading Reading.

Reading of public school children. J. Struthers. Relig. Educ. 4: 468-78. D. '09.

Reading of the child. A. A. Lamb. Minn. Pub. Lib. Com. Notes. 2: 62-4. N. '07.

"What should everywhere be aimed at in the reading of the child, is an increased knowledge of the highest essentials of life; a gain in thinking power and nobleness of thought; a development of the power of feeling and sincerity of emotional experience; and finally in what should result from this,—in preparedness for worthy action."

Reading of the young people. F. W. Atkinson. Lib. J. 33: 129-34. Ap. '08.

A study of the reading done by high school pupils in Springfield, Mass. According to the pupils' own reports it was found that the best reading was done by the freshmen and the poorest by the seniors. The reading of the children in the grades had been guided by the teachers and librarians, but such guidance had not been extended to high school pupils, and yet this is one of the most critical periods of

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the child's life because it is then that the habits of a lifetime are formed. "We have yet to see what can be accomplished in a large way during the adolescent period when the high school teachers, parents and librarian work together."

Reading of the young person. N. A. Olsson. Minn. Pub. Lib. Com. Notes. 2: 57-62. N. '07.

Reading Shakespeare to children. W. T. Field. Dial. 42: 279. My. 1, '07.

Recent books for boys. A. E. Bostwick. A. L. A. Bul. 3: 263-7. S. '09.

An investigation made among the branch libraries of New York city concerning the reading of boys from 12 to 15 years of age shows an overwhelming preference for books of adventure with *Treasure Island* heading the list. "While boys must have action and adventure in their tales, and would not willingly sit down to read *Cranford* or *Our Village*, they are at present fonder of the adventure that centers around school or college athletics than of any other kind." Detective stories are popular. "Many of the boys reported that their parents had forbidden them to read detective stories, or that their teachers discouraged them. I am not sure, also, that we have supplied enough of this kind of literature in our children's rooms. This looks like one of the cases where an attempt to regulate children's reading has resulted unfortunately. We are apt to think that if we desire to control reading, all we have to do is to control the library supply. This may be attempted with some degree of success where the books are difficult to obtain or expensive, but where a cheap supply is available, cutting off the library supply simply drives the reader outside and may lower the general quality of his reading, instead of raising it." The morally didactic story of the *Sanford and Merton* type has lost its charm.

Recent books on useful arts for boys and girls. M. Bartelson. Minn. Pub. Lib. Com. Notes. 3: 62-3. D. '10; Same. Pub. Lib. 16: 12-4. Ja. '11.

At certain periods in their lives children are immensely practical. Then "books of invention and industry are read greedily for information on all sorts of subjects; the study of carpentry and electricity is in the ascendant for boys, while that of cooking and sewing attracts the girls. Their demand is for 'something doing' and it is to find out how things should be done that books along this line of thought are in demand. The influence which this work exerts upon a child's taste and character should not be ignored."

Relation of the parent and librarian to children's reading. R. G. Gatch. Ia. Lib. Q. 5: 175-7. Jl. '07.

Right reading in childhood. M. G. Wyer. Ia. Lib. Q. 6: 177-82. D. '11.

This is an age of reading, an age when a great many people read a great deal. "This reading matter is everywhere about us, wherever we go. If we take a journey we read what we find on the train; if we have a few minutes to wait for a meal, we read what we find on the table. There is nothing wrong about most of this reading-matter,—it is interesting, well written, and much of it is informing. The trouble with it is that it is so ever present that it is difficult to resist; we read whatever is placed before us, without regard to the pleasure and profit that might be ours if we selected our reading from the world's real literature that is so easily available. . . . The dangerous feature of all this is the subtle wearing away of our taste for books of any

other sort and of our inclination to read anything else. And the result is that everywhere the number of people who disregard literature is increasing. A taste for good reading is not to be sought merely as an accomplishment,—it is a part of the equipment necessary for full and complete living. . . . Literature is the expression of the thoughts of men who have seen visions—of men who have been endowed with an insight not granted to the rest of us, into the deeper meanings of life. Literature enables the reader to see the visions of the author; it fills his mind with large thoughts, suggests new ideas and leads to a richer appreciation of what the world really is. It thus affects the whole life and makes for saner, happier and healthier living. . . . Great literature is sane in its influence because it recognizes always the importance of the great laws of morality, the laws upon which the welfare and the stability of the community depend and before which the individual is as naught." The influence of good books on the development of character and personality cannot be better shown than by a consideration of the childhood reading of great men. The Bible, *Aesop's Fables*, *Robinson Crusoe*, *Pilgrim's Progress*, *Shakespeare* were the books on which the boy Lincoln fed. Franklin, Henry M. Stanley, Emerson, Gladstone, Gibbon, are others whose early reading was of the same order. A study of the reading of these great men makes two facts impressive: "First, that with one or two exceptions the reading at the age of greatest development was not wide but was confined pretty closely to a few great authors, some of the same books also, being included in the reading of nearly every one. And second, that these few books were read carefully and thoughtfully. From the literary taste thus developed in childhood came that permanent interest in reading continually throughout life the best literature, together with a mental development and efficiency due to a thoughtful habit of reading." These may have been boys of pronounced character. They may have been impelled by some inner force to choose the best. The boy of average ability will have to have this force supplied from outside. He will have to be taught what to read, as well as how to read. The elementary grades of the public schools are concerned with teaching the mechanics of reading. "The school has at best so short a time to furnish the training that is absolutely necessary to prepare the pupils to meet the duties that await them, that it cannot do more. The pupil should in the elementary school learn to read easily and well, and if he does this he surely will read outside of the school. The reading that will most influence the growing boy or girl is the outside reading done in leisure hours, not that done perfunctorily in connection with school work." The public library is the agency established to see that children are brought under the influence of good reading. The library can be successful in this only when working in co-operation with the public school. If the public library is in the future to be much more than a circulator of the current fiction it must in spite of all, succeed in reaching the children. This, then, is the definite place of the library in our educational system and this is the ideal which library work with children has before it. It may appear to some outsiders that much of this work with children is merely an effort to coddle and coax the child into reading. Such probably is the result in many cases where the ideals of the work are not clearly perceived. But the only argument for work with children is, not that it induces the child to read, but that it cultivates a love for right reading." First of all, more attention must be paid to choice of books. The desire to provide fresh material, to attract and hold the children leads to the purchase of too many books. And too much emphasis cannot be placed on the importance of choosing the right person to act as children's librarian. The raising of the standard of reading can only be accomplished

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thru the child. "The school is not able to have much influence over the outside reading. It is to the library that the child will usually come to get his books and it is the duty of the library to supply the educational influence that will guide and direct to good books. The community must recognize that this is a part of the education that it owes its children and that it can only be given through a properly supported free public library."

Robinson Crusoe in many renderings. R. G. Gatch. Ia. Lib. Q. 6: 130-4. Ja. '11.

The writer, who has carefully examined the many versions of Robinson Crusoe, sets forth her appraisal of them. Preference is given to those editions which have been least edited and adapted and which hold most closely to the original text. Recommended editions are arranged in three classes: the best condensed and retold editions; the best inexpensive editions; and the best editions. "These last named editions are the original, or practically the original text, only the changing of a few obsolete words, the paraphrasing, or chapter divisions—but no marring of the tale. But the best part of these 'best editions' is that they have absolutely nothing about them to make the child feel that the story has a purpose. It is not a study of social relations and institutions as one school edition insists. It is simply a good story. The more of these classics a child can love, not study, the more he will spread the news of their good qualities, and the more children will come to read them; so that the mediocre books will die a natural death without the fretting and anxiety of the children's librarian."

Selecting books for children. E. Lyman. Ia. Lib. Q. 5: 208-9. Ap. '08.

"The purchase of books for the children's room is to be made on an entirely different basis from that employed, perhaps, in the main library. We have tastes to train. We are under no obligation to buy the new books. All literature is new to children and it is impossible to test the value of a book for a child unless there has been time for it to ripen or decay. . . It is far better to have a few well chosen titles and plenty of duplicates than to cover a large number of titles with one copy of each. There is a high tide for the usefulness of every book; should that slip by with a child when he most desires it, because there are not copies enough to go round, the impression of the book will likely be less deep and lasting when he reads it later."

Selection of books for children. G. Thompson. Lib. J. 32: 427-31. O. '07.

"There are books which are thieves in that they take away something which really belongs to childhood—happiness, lightheartedness, carelessness. But there are many more books which steal the child's time and leave nothing in return. These are the books in series mostly, which tell about every spring or summer or autumn or winter that Betty or Patty or the Little Colonel ever spent. . . Contact with good books is a very large part of education and indispensable to culture. The children's room is the place where this education by contact with the great minds and brave hearts of the past and present, is ready for the boys and girls." Fortunately there are many more good books than poor ones, then why give the second best to children? Duplicate the best and standard fiction so that when they call for them they will not be disappointed. "Mythology and folklore, fables and fairy tales, poetry and romance, travel and adventure, are not all these the birth-right of children?" Children like poetry, give them not only the best collections but the best poets complete. "Chivalry and romance par-excellence should be the daily fare of the twentieth century child. Such

books only will raise him free from the materialism and mechanism of the age and of the literature of the age."

Selection of juvenile books for a small library. B. M. Kelly. Pub. Lib. 14: 367-72. D. '09.

A library in a manufacturing town of 20,000 population sets aside \$400 to \$500 for children's books out of an annual \$1500 book fund. The soft coal smoke and a population of poor and untidy people, many of them foreigners, make the purchase of expensive editions inadvisable. The children have no clean or safe places in their homes to keep books, and their parents are too poor to replace soiled or lost books. A few nice editions might be kept for room use. The tone of the community is materialistic, the standard of success being that of getting on in the world. American children in such a town need particularly to have access to the literature of imagination and idealism. The first clear distinction between good and evil is often come upon in a fairy tale. The myths and hero tales, the folk and fairy tales are to be had in good, cheap editions, and a good supply of them for children of varying ages should be selected. The Norse tales are even more important for their ethical value than the classic myths. Mable's Norse stories, Brown's In the days of giants, and Baldwin's Story of Siegfried should be among the first selections. The fairy tales of Andersen and the Grimms, Scudder's Fables and folklore, Baldwin's Fairy stories, O'Shea's Nursery classics are especially adapted to the younger children. Indian myth and legend would be supplied in Zitkalsas's Old Indian legends and Chandler's Reign of Coyote. Uncle Remus is not interesting to children for their own reading on account of the dialect, but they would learn to read and enjoy the Brer Rabbit stories if parts were read to them. The spirit of chivalry is needed in this community. For the little children, buy Greene's King Arthur and his court, for the older ones the Boy's King Arthur and, if possible, Pyle's Story of King Arthur and his knights, Baldwin's Story of Roland and at least one copy of Pyle's Merry adventures of Robin Hood should be added. The Lang edition of Arabian nights, Macmillan's cheap edition of Alice in Wonderland, Baldwin's Fifty famous stories, Scudder's Book of legends, Lear's Book of nonsense, the Jungle book, Kingsley's Water-babies and Ruskin's King of the golden river should be included in the first selection. The love of poetry should be encouraged by the purchase of Golden numbers, the Posy ring, Whittier's Child life. The foreign child needs this literature also, but he already has a natural love for folk tale and poetry. He wants books dealing with American life such as biographies, easy histories, stories of American home life. The Alcott books, Nelly's silver mine, Rebecca of Sunnybrook farm, Aldrich's Story of a bad boy, Eggleston's Hoosier school boy and Brooks's Boy emigrant are good stories of life in different parts of our country. American children need stories and poems of people and life in other countries such as Hans Brinker, Tom Brown's school days, Shaw's Castle Blair, Spyri's Heidi, Lays of ancient Rome, Boys' Froissart, Henley's Lyra heroica and Yonge's Book of golden deeds. A good edition of Don Quixote is that of Judge Parry illustrated by Crane. Mutilated or watered versions of the Homeric epics should be omitted. Baldwin's Story of the golden age may be read by older children as an introduction to Bryant's or other good translations. Narrative biography is nearly always interesting to a boy, and ought to be to a girl. The True story series of Brooks, Scudder's George Washington, Franklin's Autobiography, Thwaites's Daniel Boone, Seawell's Decatur and Somers, and Hawthorne's Tales of a grandfather are good first selections. Good animal stories such as Beautiful Joe, Black Beauty, Jack, the fire dog, and the Monkey that would not kill should be duplicated. Nature books which give poor story and false science should be avoided. Good books about birds, flowers and

Children's reading—Continued.

trees should be chosen. Books about how to make things, electricity, scientific experiments, deeds of danger and daring, easy books for little children, American history and simple stories of other countries, geographical readers are good material. Fiction should be well written, true to life and of a high moral tone, though never dull and full of moralizing. Never admit Alger, Castlemon, Optic, Ellis or the Elsie books to the shelves. Where there is no children's librarian, and the children select their reading unaided, exceptional care is necessary in the choice of fiction.

Should children's reading be restricted?

I. Briggs. Lib. Assn. Rec. 13: 201-5. Je. '11.

The great weakness in human society of to-day is lack of discipline. More discipline in the treatment of children would bring results beneficial to the nation. "There is nothing more interesting than the mental evolution of child-life; and I could almost wish that it were thought as necessary for a librarian in charge of a juvenile library to be grounded in psychology as it is for a school teacher. . . . One of the most interesting things he would learn is that the child mind is, under normal conditions, creative. To psychologists this creative stage is well known and its importance acknowledged. Any influence that weakens that power, or usurps it as a brain function, should be looked upon with grave mistrust. The material used by the child is generally such as was never yet written in books. That, however, should be considered a strong claim for its superiority. The person who thinks it a help to the child, for that purpose to provide him liberally with books is making a big mistake. The mind of the young child is developed enormously by this mental exercise, and we find that the child who has indulged in this dreaming (as some call it) can conjure up the clearest mental pictures of what he afterwards reads; and, also, what is very important, he is surprisingly eclectic in his school-day reading. He has less need for outside inspiration. Left to develop chiefly by his own self-activity, his own invention supplies toys and his own creations supply stories. What he receives orally he will develop and weave into the most self-satisfying romances. He proves that reading is not a necessity during the budding years. This is only one obvious application of psychology to the reading question."

Any attempt to restrict the reading of children is apt to be met with a reminder of the number of famous men who in childhood were allowed to browse unrestrained in a library. The point to remember is that few of these libraries were as large as the average modern juvenile library and further that there may have been "less danger, from any point of view, for a child in unrestricted reading in one of those old collections, gathered without ever a thought for child readers, than in a modern collection ostensibly for children. There was always one safeguard. The books were written beyond them, and were not written down to them, as are so many 'books for children.' The reading was all effort and stimulus. The imagination of the child who thus showed that he must read, would jump to heights and conclusions that would probably surprise us by their accuracy." The average boy or girl who has read a great deal seldom looks back upon any one book as a red-letter book. Seldom, unless because of paucity of material, has one of them re-read a book. How is it possible for them to be influenced by what they read or to acquire any sense of discrimination? The average brain will get the power to discriminate and weigh if it is given early the right mental food with time to digest it. "The modern child who is allowed to use a public library will sometimes read scores of books before ever he comes across one that he should have begun with. And as up till then he has fed on snippets, on gush, on romances which are often only well-dressed expensive horrors; or worst of all, has been written

down to, is it any wonder he votes this important book slow, and just a little un-understandable? Even by then his mental effort is weakening. Now if these are they who are not likely to go forward to secondary school or college, and there be put again on the right road, then are these also they who are going straight on to a career of fiction and newspaper reading." The child should not be allowed to read more than one book a week. There may be exceptions; yet even this curtailment would mean 50 books a year, or 200 books between the years 10 to 14. If one conscientiously sat down to make out a list of 200 books which a child should read before fourteen, would he not experience some difficulty in reaching that number? "A point of difference between the adult and the juvenile library seems to me to be frequently overlooked. Children's reading should be, strictly, formative. Adult reading is informative. The adult library must be progressive; must reflect the onward march of knowledge. But this can be quite absent from the children's library. It is possible to provide for the child a perfect course of reading, formative, expansive, and delightful, on almost the identical material that has fed and delighted youth for many generations. Modern conditions need not affect children's reading much. The great, the indispensable material for the mind's foundation is, after all, the unchanging."

Silent reading in the schools. Lib. Occurrent. 2: 206-8. Je. '11.

Something to read, for boys and girls. D. 7-31p. pa. '08. Brookline public library.

"The selected books are arranged under the following classes: Stories for boys; Stories for girls; Occupations for boys; Occupations for girls; Animals, birds, insects; Famous old stories, in prose and verse; Famous men and women; Our own country; Over the seas and far away; Books of poetry; Novels." Library Journal.

Standard of selection of children's books. C. Burnite. Lib. J. 36: 161-6. Ap. '11.

The aim of work with children is to inculcate and foster the habit of reading good books as a pleasurable experience. A secondary aim is to cooperate with the teacher in the formal education of the child. The selection of books which will promote these ends involves three essential factors: first, knowledge of various classes of children; second, knowledge of the appeal to make to each class; third, skill in the application of knowledge. The classes of children who come to the library will include, young children with reading habits unformed, older boys and girls who have read little, children who come from homes where much ephemeral literature is read, children whose reading has been of a very low if not actually vicious character, and children who have read from a well selected library or whose reading has been guided at home. The latter group presents no problem to the library. A literary taste has already been formed, the library must see that it is supplied. The first group of little children is likewise a simple problem. Myth, folk lore, poetry and fable will make the right appeal. The second group of older boys and girls who have read little may be reached thru much the same material. "Such children often do not have the reading faculty of a child four years their junior." The real problem is presented by the third and fourth groups, those who have already formed reading habits which are unprofitable. "The principle to go upon in the selection of books for such a class of boys and girls is that the books selected for them should contain such elements of interest in a lesser degree, or as few aggravating features as possible, depending as aids upon the attractive quality of the make-up of the books, the contact of the librarian with these readers, and the attractive physical features of the library." Some of the elements in cheap literature which

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appeal to boys are patriotism and the spirit of adventure. Girls who have read too much sentimental fiction present a problem for which a solution has not been worked out, altho they may often be led to read the more wholesome of the lighter novels.

Studies of boys' tastes in reading. W: B. Forbush. *Work with Boys*. 7: 246-74. N. '07.

"Several interesting studies have been made of late from different standpoints of the kind of reading matter which boys enjoy. These studies are so much more valuable than lists of books which most adults think children ought to enjoy that it has seemed worth while to gather the results of these studies together.

The fact that children's reading is so much affected by the recommendations of their teachers and the lists of books mentioned are nearly all classics shows the tremendously wholesome influence which the school has during the formative years in shaping the literary tastes. There is often between twelve and fourteen a positive mania for books. The boy is, as President Hall suggests, 'a prospector in literature.' With the feverishness of a gold seeker he tumbles the refuse of bound volumes behind him in the search for that which is his own.

A perusal of the long lists of books which boys under sixteen are said to like, and the fact which this shows of the tremendous amount of reading that children do, suggests that so much of the classic literature of the world must be covered by a child, that little will be left for his adult years. This suggestion is emphasized by the fact that if a boy likes Dickens at all he will voraciously devour the whole of Dickens and if he likes Henty, he will read all of Henty. . . . There is a certain disadvantage in this, because if the classics are read in childhood it requires some will power to reread them later, instead of taking up the popular books of the day. It pays to do it, however, for adults and boys read for different reasons. The boy reads for the sake of the action and the personality of the hero, usually personalizing himself as that hero. The adult reads for the study of character and of life. Books, therefore, have one mission for children and another for adult years. In childhood they furnish ideals, encouragement, outlooks, materials. They give to the adult refreshment, food for rumination, and the corroboration of personal thought and experience. Books that perform their mission to boys must be like the men whom boys admire. They need not have grace or style, but they must be strong, direct, heroic, sincere, simple and tender-hearted."

Substitutes for the Sophy May books. C. S. F. N. Y. Libraries. 1: 251. Jl. '09.

Suggestive list of children's books for a small library, recommended by the League of library commissions, comp. by H. T. Kennedy. O. 102p. pa. 25c. '10. Wis. Free. Lib. Com.

"In this list of five hundred books, an effort has been made to cull the best among the new books as well as to keep the best of the old. Some books have been included which the children would not voluntarily choose, but which they can be encouraged to read and enjoy, if the librarian herself knows and loves them." As a further aid in selection the Maltese cross (+) is used to designate books recommended for first choice.

Undistinguished authors: their use in a children's room. H. P. Dodd. Lib. J. 33: 138-41. Ap. '08.

"If one is buying books for a small children's room, she will probably limit her purchases to those two or three hundred titles which we all agree are the best literature for children—and she will be right," but there are many books

which are not usually found on recommended lists which the librarian might well consider. Such a book as "Town and city" by Jewett treats of the departments of city government and even discusses the garbage question. Buy this for the children. Willard's "City government for young people" is also good. Burrell's "A little cook book for a little girl" and "Saturday mornings" are good. The latter book has especially appealed to the girls. For boys buy Bowers' "How to make common things" and Wheeler's "Woodworking for beginners." Baker's "Boys' book of inventions" and Mowry's "American inventions and inventors." "Any book which gives a boy one more interest in his life than he already possesses, is worth his reading. Let him happen upon a book which opens an entirely new avenue of thought in his brain, and you have done him an everlasting favor. This thought gives a value to such books as St. John's 'How two boys made their own electrical apparatus,' and 'Things a boy should know about electricity,' which are well known only to people who are interested in mechanics and electrical improvements. The boys are keen in their enjoyment of these books." The titles of many other books with the reasons for purchasing them are cited in the article.

Use of children's books. A. M. Jordan. A. L. A. Bul. 1: 175-9. Jl. '07.

"Picture-books have a two-fold use; to help a child receive true and worthy ideas and to give primary training in the beauty of color and line. . . . Fairy tales we require in answer to the need of a world of dreams, the fair creation of the imagination, a need as old as human nature itself. Fairy tales have, too, an educational importance in widening the sympathy of children, in helping them realize unfamiliar situations and put themselves in the place of others. . . . The opportunity of sharing the essential spirit of great books must be given by means of the best translations. Selection of masterpieces prepared for youth however, must be conducted with infinite care. . . . A typical children's library possesses not only imaginative writings, but has room also for books which concern themselves with instruction. Nature books, including animal stories serve to add new interests rather than to give scientific information. . . . Hero tales display ideals and stimulate love of country and of noble character. . . . From travels, from books on useful arts, from biography, come also stimulating and broadening influences to be of help in character-building. . . . Three other qualities seem to us of moment in the choice of children's books, if they are to serve the best purpose, interest, imagination and a degree of literary power. . . . Beyond these principles a certain degree of independence of choice must be maintained by those who would fit books to the needs of a given constituency."

Vacation reading. B. E. S. Ia. Lib. Q. 5: 32. Ap. '05.

"The Federation of women's clubs . . . after consultation with the teachers of the public schools, and with the librarian, made out lists of books from fourth grade to eighth, inclusive, for a summer reading course last summer. The selections were made along the separate lines of history, biography, travel and literature. The plan was that each one enrolling as a member of the Home reading circle should select one book from each list for vacation reading, and one at pleasure, making five books the summer course. . . . A short time before the closing of the schools for the long vacation, the ladies of the committee on children's reading visited the rooms and explained the plan to the pupils. . . . As a result of the plan, four hundred eighty-eight books were read, fifty-seven children finishing the course, for whom an entertainment was given with a certificate showing the books read. . . . The best result of all is that many of the children retaining the Home reading circle card have used

Children's reading—Continued.

It often during the school year, and the call for books, aside from stories, has constantly increased. There is also a distinct gain in the kind of stories most enjoyed."

Valuable aids in juvenile book selection.
C. E. Scott. Lib. Occurrent, No. 12: 8.
Jl. '08.

What children do read and what they ought to read. G. S. Hall. Pub. Lib. 10: 391-3. O. '05.

"What should our young people read? . . . They ought to be acquainted with the story roots and leading motives of all the greatest and best literature in the world. . . . History means story and the young child normally approaches it by the path of narrative and biography. . . . Girls, and especially boys, ought to read in the field of nature and modern science. . . . The habit of superficial acquaintance with very many subjects for theme writing, debate or pooling in class for the benefit of others is . . . an excellent one."

What children read. L. Van. Pub. Lib. 11: 183-5. Ap. '06.

Children object to much supervision in their reading. Let them have a good collection of books and select at will. Legend, myths, fables, history and romance by writers of wide knowledge and trained skill should be in the collection.

What do your children read? Ia. Lib. Quar. 5: 203-4. Ja. '08.

"Influencing the child's reading should be begun long before the child is able to read for himself. That can best be done by telling stories. . . . The joy and pleasure a child feels when he comes to read stories for himself that have been told to him is unknown to most parents. Repetition and familiarity with the stories will by no means detract from the child's pleasure and instruction when he is able to read for himself."

What makes a juvenile book harmful or mediocre. G. Endicott. Penn. Lib. Notes. 4: 30-6. O. '11.

A book is harmful when it presents evil in such a way as to lead the reader into wrong doing, or when, by failing to draw the line distinctly between right and wrong, it confuses his discrimination. One type of harmful book is that in which crime and its detection are not treated in the right way. In such a book the hero is the criminal who escapes punishment. The sensational detective story has no proper place among juvenile books. "Of course, it is right that the criminal should be hunted down and brought to justice, but children should not follow out the motives and steps leading to the crime and its committal, nor wade thru the sordid details, especially when the scene is laid in the slums of our cities among the coarsest and lowest types. There is an old proverb to the effect that one cannot be dragged through the mire without some of it sticking." "Jack Harkaway's School days," and other books of that series are of the type which blurs over the line between right and wrong. The hero acknowledges no restraint or authority but his own will. Another book, far higher in literary tone but of the same questionable moral worth is "Pinky Perkins." The trickery of the chief character is condoned by the author with the plea that he is "just a boy". Another type of book is that which presents false ideals and values in life. "From messenger boy to millionaire" is a typical title. "The chief fault with these books is what might be called insincerity on the part of the author. He says the boy is plucky, persevering, honest, a model in every way, bound to rise or succeed because of these qualities, but in the end he has not accumulated enough in the way

of worldly wealth, a lucky accident gives it. He appears at the critical moment to render a small service to a millionaire who rewards him by adopting him; or a long lost millionaire father turns up. Of course, goodness and honesty get a reward, but it comes through an outside force, not thru himself, as the author says it does." Humorous books of a low type are demoralizing; the comic supplement belongs in the same class. There is too a large class of books which, while not harmful, must be classed as mediocre. A book may be mediocre in subject matter or in style. Among books mediocre in style which are still usable because they may lead to better things are the Henty books, and the Dotty Dimple books for little girls. "The mediocre as to contents are the books which, while possessing some degree of merit as to form and expression, yet reach no degree of excellence as to subject matter; are only a recital of pointless, trivial events and situations; present unnatural, uninteresting characters with poor character drawing, or none at all; show no appreciation of the beautiful, and true in nature and life; are characterless because they fail to be a good picture of what they purpose to represent." The word series can usually be taken as an indication of mediocrity. "The book which is mediocre because it fails to attain to any degree of excellence is the one which is commonplace as to both form and contents; because of poor expression and use of words, crude, trashy, or sensational wording and because the author has nothing inspiring, or ennobling to present, cannot create real men, women and children, gives a poor imitation of what someone else has done, or relies upon a succession of events to hold his reader, the characters being mere puppets who perform when their wire is pulled, or resorts to melodrama, making an appeal only to the emotions. This might, or must be called the absolutely mediocre." The Motor boys series is representative of this class; and, among girls' stories, the Dorothy Dainty books are of the type of the entirely mediocre.

What we read to children. A. M. Shaw. Critic. 48: 177-80. F. '06.

What you can get out of a Henty book. C. M. Hewins. Wis. Lib. Bul. 2: 69-70. O. '06.

"There is a difference of opinion among librarians and critics regarding the value of Henty's books, and whether they should have a place on the boys' and girls' shelves. One librarian thinks that they are often read by children of nine or ten, who soon grow to care for nothing else and others that their plots are monotonous, their English poor, and their lack of historical atmosphere painfully apparent. . . . On the other hand, one of my library assistants has told me that the Henty books which he had read before he came to us made his work much easier and helped him in finding histories for readers; one teacher has said that the boys who have read Henty are the most intelligent in class and pass the best examinations; another, an Englishwoman teaching in Bermuda, that she uses them in connection with English history and finds that they fix it in her pupils' minds; and a Yale graduate, that the only history that ever stuck to him was what he learned from them. . . . If a boy reads nothing but Henty for a year or so, he is not likely to care for the great historical novels of the world later, but if he uses them under guidance, reading after every one of his books a better story of the same period, if he looks up places on a map, unfamiliar words and references in a dictionary or encyclopedia, and if he reads the life of one of the real characters in every book, he is well on his way to an intelligent interest in general history."

What you can get out of a Henty book. C. M. Hewins. N. Y. Lib. 1: 6-8. O. '07; Same. Wis. Lib. Bul. 4: 15-6. Ja. '08.

Children's reading—Continued.

Word on picture books, good and bad.
C. F. Gleason. Pub. Lib. 11: 171-5. Ap. '06.

Notes on this article are given under the heading Picture books.

Children's rooms. See **Children's department.**

Choice of books. See **Best books; Book selection; Children's reading; Reading.**

Christmas exhibits.

Christmas book exhibit in libraries. M. W. Plummer. Lib. J. 36: 4-9. Ja. '11.

The plan of exhibiting a choice selection of books for Christmas buyers was first tried at Pratt Institute in 1892. Out of 55 libraries interviewed 37 are now found to make such an exhibit. Books are sometimes loaned by the publisher, sometimes by the dealer and sometimes purchased outright by the library. A few libraries take orders for books. As to the value of the exhibits there is a division of opinion, a few libraries express doubt as to whether the value is in satisfactory proportion to the time and work required. Some of the points noted in favor are: buyers are aided in making selections among the much advertised new books; good editions of older books, handicapped because no longer conspicuously advertised, are called to the attention of readers; buyers of adult books are afforded a quiet place in which they may examine them at leisure—an opportunity not accorded them in the shops; an exhibit of the best children's books, well and attractively bound, will go far toward counteracting the careless and unintelligent giving of cheap, even vulgar, gift books made up for the holiday trade. Several libraries report that they have made the Christmas exhibit the basis for a permanent collection of books recommended as gifts for children. The object in making such an exhibit is not merely to aid in gift selecting. "The ideal, has been to recommend books people might like to own as well as to read." A summing up of the conclusions arrived at by the librarians who have tried the plan shows that the conditions essential for success are: "attractive copies of the books, with considerable range in price; either lists giving publisher and price, or slips containing same to be put into the books, or both; an attractive, artistic and at the same time more or less systematic arrangement of the books, where they can be easily seen and the handling of them supervised as much as is absolutely necessary, no more; advertisements, in the papers, before mothers' and teachers' clubs, in the Sunday schools, etc; intelligent and interested and sympathetic attendance by those appointed to supervise the exhibit."

Exhibits in the children's room, Fort Wayne public library. M. A. Webb. Lib. Occurrent, 2: 190-1. Mr. '11.

In the children's department of the Fort Wayne, Ind., public library a collection of books suitable for gifts for children was placed on exhibit the first of December. Many of the books were new editions of old books, others were books of the year. Many mothers and other older people found the exhibit of value, and many of the printed lists were taken away to be used as a permanent guide in selection.

Circulating libraries in bookstores. See **Rent collections.**

Circulation.

See also **Duplicate pay collections; Home delivery of books; Library extension.**

Circulation. Lib. J. 31: C259-63. Ag. '06.

Notes on this article are given under the heading Library extension.

Circulation of single numbers of periodicals. E. M. Sanderson and E. M. Smith. Lib. J. 33: 86-94. Mr. '08.

Notes on this article are given under the heading Periodicals.

Comparison in book circulation. Pub. Lib. 14: 99. Mr. '09.

Cost of circulating a library book. O. R. H. Thomson. Dial. 46: 253. Ap. 16, '09.

Circulation statistics as now kept do not make it easy to get at the cost of circulating a library book. To charge as a part of the cost of circulation the up keep of grounds, lecture courses, reference work, cataloging and purchase of books is inaccurate.

Decrease in the circulation of books; symposium. Pub. Lib. 15: 292-4. Jl. '10.

Mr. Legler of the Chicago public library says:—"No concern need be felt on account of the decreased circulation uniformly reported by librarians thru their annual statistical summaries. . . . If the libraries can show an increase in the number of readers, whose cards are active, they are meeting the actual test of usefulness better than by means of large circulation figures. . . . In years of plenty when prosperity affects the leisure period of people's daily life, naturally time that can be given to reading is more limited than when they have nothing to do and time hangs heavily upon them. In this respect library circulation statistics constitute a fairly good trade barometer. The second and other important cause for the decreased circulation may be attributed to the surprising multiplication of nickel theaters, which number their patrons by the thousands nightly, in every city, and have proportionately large audiences even in the smallest places. Were statistics as to these available, unquestionably the results would be surprising as well as significant. Properly regulated the cheap theater could be made a potent educational agency. Unrestricted it may become a more serious menace in degrading the ideals of young people than the flood of harmful literature which the public libraries are seeking to countervail thru their resources, and their methods for rendering these resources attractive."

How to keep up the summer circulation.

H: F. Marx. Penn. Lib. Notes. 1: 5-8. O. '08.

The public library of Easton, Pa., instituted special summer telephone and delivery service. This was advertised by means of postals sent to each family in which there were borrowers, and window cards in stores. The unlimited use of the telephone was allowed for inquiries, for reservation, charging and renewal, with the small charge of five cents for delivery. Many people have been accommodated by the plan and the summer circulation was greatly increased. The street cars, delivery stations and small boys are utilized in the distribution of the books.

Large circulation of fiction, what circulation shows, and how circulation can be improved. N. Y. Libraries. 2: 154-6. O. '10.

It is a shock to the average person to find that 70 volumes of novels circulate to every 30 volumes of all other kinds of books, but such statistics do not represent the work of the whole library, nor its most important work. All libraries have reference departments, and the work done there does not appear in the figures for circulation. A report of reading by hours instead of by books would greatly change the fiction percentage. Again

Circulation—Continued.

in one typical city library 7 per cent of the library's patrons drew 60 per cent of the novels issued. But "every educational agency must approach the people where they are. . . . The love of a story is the most universal intellectual trait of human nature, and it is only by meeting this instinct that a large part of the public can be won to the joys of reading and to the library habit." Often interest in a story leads to books that treat of the problem or subject matter it calls attention to.

Problem of the unused book. Lib. J. 36: 428-9. Ag. '11.

In the Ryerson library, Grand Rapids, it was found by actual count, that out of a total of 64,162 books, 13,373, or 20 per cent. had not gone into circulation at all in the past two years. Tables of statistics are given showing the number of books that have never circulated and those that have not circulated in a series of years. The different classes of the non-circulating books are also given.

Standardizing of library reports. H: F. Marx. Penn. Lib. Notes. 4: 1-11. O. '11.

The necessity for a uniform standard in library reports is a vital question. The chief variation at present is found in the manner of counting the circulation of the library. The recommendations of the committee of the A. L. A. appointed to work out a system which could be uniformly used have now been adopted by nearly all the library commissions. "Since the recommendation of this committee, a notable change has been made in the counting of the books issued, for the annual reports issued by the Library commissions drew a hard and fast line between books issued for home use and library use, between books issued for the main library branches or delivery stations, and those from travelling libraries in schools and elsewhere." In the printed reports of the libraries themselves there are still two evils; these are the methods of reporting the number of volumes circulated and of reckoning the percentage of fiction. "As long as quantity of volumes circulated is considered more than quality, or so long as the library blue ribbon is the 100,000 volume circulation mark, so long will the circulation of fiction lead all the rest, no matter how it may seemingly decrease. I saw a curious illustration of this attempt to disguise the fiction circulation in one report where, giving correctly the number of volumes circulated for home use, it took the total of home use and library use, which was 25% greater and then gave the percentage by classes—as the added 25% was practically non-fiction, the percentage of fiction was dropped into the regions where a library can be respectable and self-complacent, or below the 70% mark. . . . In the mad race for ever increasing annual figures, the book becomes all important, and the reader merely a transporting vehicle, or rather a receptacle into which the bulking books in the library may be poured. All sense of fitness is lost. . . . In default of training the children to seek the library the schools are invaded and imagined wants are supplied. As our adult readers can only be caught and trained in their youth, what chance has the library to new recruits, when you realize that only ten per cent. of our pupils ever reach the high school. They associate the books with the school work, not with the library. The school could have accomplished the same result without our aid. A wrong has been done to them, and it is due to our false standards." The apologetic attitude of librarians toward fiction should be abandoned. Let us circulate fiction or abandon it. The best fiction is preferable to light, chatty books of travel, or memoirs. "Why not have a new uniform standard which would mean something? Divide the fiction in-

to two grades. Place the better grade in 823, or literature. Call the lower grade fiction. Then tabulate the percentage by classes, and the library that is struggling to raise the level of the reading of its patrons and the other which is simply catering to the tastes of the public, will be strongly differentiated, and each will be given its rightful place in point of efficiency without impairing its circulation, or without depriving from the use of the library many who have not the ability to appreciate the higher grades of literature."

There might be a better way of showing how widely the library is used than by giving the total yearly circulation. It takes a very small number of active readers to bring a circulation up to 100,000. It is possible for 600 readers to be responsible for the entire 100,000 circulation. "Could we not have another standard, or rather an added record, judged by which our circulation statistics would detect abnormal reading, and furnish a better comparative basis. Take again our case of 100,000 volumes (60,000 fiction and 40,000 non-fiction) and for one month find the average length of time each novel circulates, also each work of non-fiction. For the sake of argument, we will say that this is five days for fiction, and ten days for non-fiction. In this case, if a fiction reader should continue at this rate during a year he would read 73 volumes in the course of a year; your non-fiction reader, at the same rate, would read 36 volumes a year. Dividing the number of volumes of fiction circulated during the year, or 60,000, by 73, you will find that 821 readers could have read the fiction circulated. Dividing the non-fiction, 40,000 volumes, by 36, the number of volumes a non-fiction reader, taking books constantly, could read in a year, you will find that all the non-fiction could have been read by 1,111 readers; or all the books might have been read, observing the number of days to read a book customary in your community, by 1,932 readers. That is, if the average circulation period of books, fiction and non-fiction, were given, and then the number of readers it would have taken at such a rate to have contracted for the annual output of the library, a comparison of these figures with the number of borrowers registered would indicate more closely how widely the library is being used in the community."

The library can learn statistical methods from the business world. The graphical method used by a nurse in recording her patient's temperature by means of charted curves is used by the business man in recording the fluctuations of prices and may also be used by the librarian. Giving the number of borrowers only does not enable one to compare the number of people using the library with the population of the city, nor does it show the radius within which the library's influence is felt. A map similar to those made by the board of health might be made to show library conditions in different parts of the city. No business man would wait 365 days before balancing his books. "Run the library like a business. Let there be a daily accounting: the circulation by classes; the new borrowers registered; the renewals; borrowers dropped from the library records for various reasons; the books added by purchase, by gift, by binding; the books, lost or destroyed, or withdrawn from circulation; the total number of books in the library; the number of books in each class; and the reading and reference room attendance. So that, each morning, the librarian may look over the daily record, and realize the demands of the library and see how they have been met. Let also this accounting be uniform among libraries, so as to enable comparison at any moment, in any detail."

Student circulation in a university library.

T. W. Koch. Lib. J. 31: 758-61. N. '06.

Notes on this article are given under the heading College libraries.

Civil service for libraries.

Chicago public library. Survey. 22: 583-4. J1. 24. '09.

The Chicago library board authorized the appointment of an advisory commission to the city civil service commissioner. This advisory commission was nominated by the librarian of congress and the presidents of Chicago and Northwestern universities. This commission studied the civil service law and advised the city civil service commissioner as to a method of securing a suitable librarian under the law. The candidates for the vacant librarianship were judged on educational experience, and on the preparation of a paper on the best method for the development of the Chicago public library. The examiners appointed to conduct the examination were the librarian of congress, the librarians of the John Crerar and Brooklyn public libraries, and the counsel for the Chicago civil service commission.

Chicago public library appointment. Lib. J. 34: 448-9. O. '09.

Effect of civil service methods upon library efficiency. H. E. Haines. Lib. J. 31: 699-704. O. '06.

"The effect of civil service upon library efficiency varies according to the character of the civil service system." When it is the library's own instrument it is usually an aid to efficiency. When it is part of the municipal machine it is likely to hamper the library. In the municipal civil service scheme much of the trouble is caused by making the questions of too general a nature, by not giving sufficient credit to personality, or adaptability for the work, by not crediting sufficient value to training, and lastly, because, through lack of power to discharge inefficient employees the service is seriously crippled. "Power to discharge for cause should be centered in the library department."

Humors and horrors of municipal civil service. J. F. Hume. A. L. A. Bul. 5: 127-9. J1. '11.

Municipal civil service as affecting libraries. J. T. Jennings. A. L. A. Bul. 5: 119-26. J1. '11; Same. Lib. J. 36: 399-406. Ag. '11.

The real beginning of civil service in this country was made in 1883 when an act was passed enabling the president to determine by executive order what classes of public service should come under civil service law. The national civil service at first covered only 14,000 positions but its scope has been extended until it includes now about 240,000 positions, or 60 per cent of the total number of government employees. In view of the growth of the system in national, state and city governments, it becomes important that librarians consider the matter in reference to its bearing on their profession. To determine the position of libraries, a questionnaire was sent out to 53 libraries. Out of the 53, only 9 proved to be under municipal civil service control and these did not report satisfactory results. "The general conclusions that may be reached from this investigation are that civil service has been applied to comparatively few of our public libraries, only about 17 per cent, and in these it has not been a success. The statement has just been made that eight of the nine libraries having civil service reported dissatisfaction with the plan." It was further evident that 28 out of the 53 cities have civil service commissions and that in 19 out of the 28 the library is exempt. The most notable example of this latter condition is the Library of congress. While most of the departments at Washington are under civil service, the librarian of congress is left free to select and employ the best available assistants without examination.

If the question is approached from a different point of view and the library is compared with other institutions, it is found that it most closely resembles the public school; and so far as can be learned no city has yet thought of selecting its teachers by civil service methods. It is recognized that character and personality play too important a part. The advantages claimed for civil service are "That it prevents appointments thru political influence; that it selects for each position the best qualified candidate; that it promotes continuity of service by protecting employees from removal when the administration changes, or for insufficient reasons; that it is democratic, the opportunity for appointment being open to every citizen; and finally that it saves the time of the appointing officer." On close examination based on experience, many of these claims do not apply to the library to any great extent. On the other hand, there are a number of objections to civil service as applied to libraries. The first is that the examination is not a satisfactory test. "A written examination does not touch the qualifications of character, personality, industry, gumption, integrity and tact; such considerations are of vital importance for any educational work, and if they are lacking, the work must be, to a great extent a failure. Under the civil service system the appointing officer is often required to appoint candidates against his better judgment, simply because they are on the civil service eligible list." The second objection is the geographical limitation. "This residence restriction is only another kind of spoils system." A third difficulty is the impossibility of removing an employee except for charges of the most flagrant nature; a fourth is that the system wastes time thru red tape with the civil service commission.

Municipal civil service in libraries. J. T. Jennings. Pub. Lib. 14: 209-12, 250-4. Je.-J1. '09.

Municipal civil service in libraries is a handicap to library efficiency. The United States excepts the Library of congress from civil service to the great advantage of that library. The disadvantages of civil service are even greater for a city library than for a department of the general government. Geographical limitation, the impossibility of removal, the inefficiency of examinations as a test of fitness, and the waste of the librarian's time are the special objections as related to libraries. Library workers require special knowledge, training, and types of personality of which no city, however large, is likely to furnish enough satisfactory local candidates. The whole country is none too large a field from which to choose. Impossibility of removal except upon charges sustained and proved before a public tribunal in the shape of a municipal civil service board puts a premium upon inefficiency and insubordination, and injures the library by unpleasant notoriety. "A written examination does not touch the qualifications of character, personality, industry, gumption, integrity and tact." Municipal red tape makes it possible for some other library not handicapped by civil service to secure the good assistant while we are sending civil service correspondence back and forth. Only nine of the important public libraries of the country are controlled by civil service, and eight of these report unsatisfactory results. Internal civil service entirely in the control of the library is being successfully carried on in Buffalo, Boston, Cleveland, Grand Rapids and other cities.

Classification.

See also Book numbers; Cataloging; Shelf arrangement; Shelf lists; Subject headings.

Application of exact classification to shelf arrangement. G. A. Stephen. Lib. World. 11: 251-5, 325-31. Ja., Mr. '09.

"The term 'exact classification' in library parlance is applied to any systematic scheme of

Classification—Continued.

book classification, whereby books upon a specific subject (or cast in a literary form) may be grouped together in one place and the groups arranged in an order which secures co-ordination of subjects and of classes. . . . There are numerous systems of exact classification in existence but . . . the field of choice, so far as public librarians are concerned, practically comprises the following:—Dewey's Decimal classification, . . . Cutter's Expansive classification, Brown's Adjustable classification and his Subject classification. . . . A system of classification having been chosen and the practical work of classification begun, there immediately arise several questions, chiefly regarding the limits of coordination, which must be considered and decided upon. . . . There are numerous books which treat successively of several different topics, a book on one subject may be bound with another dealing with an alien subject, and there are series of books which, for several reasons, it may be considered undesirable to split up. . . . The usual method of treating composite books is to place them in the division or class which will best contain them. Books, for example, dealing with two or three main classes, whether in whole or in part, are placed, not amongst the general encyclopaedic works, but with other works on one of the subjects dealt with. The class into which any such book should go must be decided by the classifier, who has three courses open to him: (1) he can accept Brown's rule that 'The author's description on the title-page is to be accepted as the authority for the relative importance of classes, the first subject word being always taken'—this rule is not always satisfactory, as many authors in choosing the titles of their works do not give sufficient consideration to the relative importance of the subjects dealt with; (2) he may be guided by the number of pages, placing the book in that subject which has the greater number of pages devoted to it; (3) he may place the book in the class where he considers the book most useful."

Further notes on this article are given under the heading Shelf arrangement.

Arrangement of law books. L. H. Sage. A. L. A. Bul. 2: 296-8. S. '08.

Notes on this article are given under the heading Law libraries.

Books brought into relation with one another and made operative. B. Anderson. Lib. Assn. Rec. 7: 443-58. S. '05.

"Brief description of some of the chief systems of library classification in past and present times" and argument for selecting the Dewey Decimal system as the best.

Brief conspectus* of present day library practice. C. Martel. Lib. J. 36: 410-6. Ag. '11.

In order that a librarian may decide intelligently which scheme of classification is best for his particular library, it is necessary for him to know the essential characteristics of those schemes which are generally available. There are two courses open: an individual scheme may be worked out suited to the needs of a particular library, or one of the existing schemes may be adopted. The first course has been largely followed in the past and is still followed in some university libraries, especially in those devoted to the special sciences. The librarian of the public library serving a wide constituency will probably follow the second course. The Dewey decimal system, the first to make its appearance, remained for many years the only general scheme in print. This early availability, together with the ease with which it may be applied, accounts for its popularity. The scheme of widest application next to the Decimal system is the Expansive classification of C. A. Cutter. Its characteristic features are its elasticity, brevity and mnemonic values. The most recent of the general classifications to be issued is the Subject classification of James Duff Brown. Its basis,

as its author says, is "a recognition of the fact that every science and art springs from some definite source, and need not, therefore, be arbitrarily grouped in alphabetical, chronological or purely artificial divisions, because tradition or custom has apparently sanctioned such a usage." The main classes, designated by letters of the alphabet, are grouped under four heads: Matter and force; Life; Mind; and Record. Attention is called to a German scheme of classification: Dr. Otto Hartwig's "Schema des realcatalogs der Königl. universitätsbibliothek zu Halle." While designed without reference to use by other libraries, it is a scheme which may be applied with very little adaptation to others of its kind. The Library of congress is now at work on a revision of its classification. As the work of reclassification progresses, schedules are printed which are available to other libraries. The advantages claimed for the new scheme, which is devised from a comparison of existing schemes, are, that it allows of greater elasticity in providing for intercalation of new classes or subclasses, and that it permits the grouping under a country of all the subdivisions of a subject in logical order which are immediately related among themselves and have a more intimate relation to the country than to general theoretical works on the subject.

Classification and arrangement of local collections. R. T. Richardson. Lib. Assn. Rec. 7: 12-8. Ja. '05.

Classification and discovery: Mendeleeff's table of the elements. L. S. Jast. Lib. World. 13: 353-5. Je. '11.

Classification for a theological library. J. Pettet. Lib. J. 36: 611-24. D. '11.

Many theological libraries are now facing the problem of reclassifying their collections. Three possibilities are open to the classifier attempting such a task: 1, to adopt one of the standard classifications; 2, to select an existing theological classification; 3, to work out a new classification. The two standard classifications, the Dewey and the Cutter are both found inadequate. The Cutter is the more free from disadvantages, but both are designed for general collections and cannot be adapted for a large special library. The best theological classification now in use is that worked out by A. T. Perry for the library of the Hartford theological seminary some twenty years ago. It is open to criticism as any scheme would be that was made a number of years ago, but its great usefulness, goes to prove that a special classification is the need of a theological library. The classification presented here is drawn from several sources. "A theological classification means a recasting of the whole field of knowledge according to the viewpoint of a theologian." A dualistic conception of the universe as spiritual and material will regard theology as a distinct department of knowledge and will lead to a classification on the basis of theological and non-theological. "If however, we find this dualistic conception of the life of the world and the life of the spirit giving way to some fundamental unity, and if we know but one world where both material and spiritual are interrelated as parts of a uniform and consistent whole, the sharp division between the natural and supernatural cannot be drawn. In this unified conception of the world, theology, which deals with its spiritual aspects, is inextricably bound up in all theories of the manifold and complex processes of life and cannot be conceived of as apart from the theory of these processes. The spiritual is but one of the faces of a complex but single and self-consistent universe. . . . Whether or not this theological position is conceded, every one will grant the close connection between religious activities and other related activities. Wherever this close interrelationship exists and one class furnished contributory material to the

Classification—Continued.

other, a classification which brings this related material together will prove most convenient." There is no generally accepted classification of the sciences but in this scheme the classification used is that of Professor Münsterberg which divides the sciences into Historical, Normative, Physical and Mental, and Practical sciences. The modifications of this division made for the present purpose gives the following outline of classification. "1. The historical or descriptive sciences, which describe or set forth the genetic relationships of human activities and intellectual life, (a) Literature and (b) history; 2. the sciences presenting knowledge in its logical and systematic relationships, (a) the experimental sciences of the physical universe and psychical life systematizing the first-hand facts of observation and (b) the normative sciences, coordinating the results of all special knowledge into consistent philosophical or theological systems; 3. the practical sciences, which are chiefly concerned with the means and methods of directing human activities.

Taking up the classification in detail, the section devoted to exegetical theology will give most difficulty. It may be treated in either of two ways. The material may be divided into two main groups: Whole Bible, Old Testament, New Testament, or the Bible may be treated as a whole and the point of view of treatment considered in making the division. The result will be three groups: Text, Introduction, Commentary. The latter division has its advantages. "It certainly seems desirable to keep all texts and versions together whether of Old Testament, New Testament or of separate books, and it is often useful to find all material in certain specific lines of work together. Textual criticism, for instance, is particularly hard to break up." On the other hand the first division admits "bringing all the literature on the separate books together under the book. The Bible is becoming more and more to be regarded as a compilation of separate books collected through many ages and from many sources, and interest centers increasingly in the individual book. The ordinary student and the general reader is much more likely to demand all the material on a specific book than to want everything written, for instance, on textual criticism or some branch of introduction." The specialist may prefer the division into Text, Introduction and Commentary, but even if this is true, it is for the average reader not the specialist, that the library is classified.

The New Testament section is followed by the writings of the Apostolic fathers. This can be made "a great class in a theological library, putting here not only 'collected works', but biographical material and all miscellaneous unclassifiable treatises either by or about Christian writers; keeping here, in fact, under any author number, any book whose interest centers more in the personality of the theologian than in the subject with which it deals. Subdivided by period and then by country this class becomes a great chronological source collection." The history group presents many problems. One of them is the position of history of doctrine and of symbolics. The former is, after brief consideration, placed in the history group, but the inclusion of symbolics is still open to discussion. The purpose of such writings was not historical. "But the nineteenth century has reacted from the dogmatic toward the historical point of view, particularly in dealing with creeds. . . . Symbolics, formerly dominated by the dogmatic interest, has become increasingly historical both in method and in spirit. It is approached alike both by dogmatic theologians and by historical students from the historical point of view, and few books of the older apologetic type are now written on denominational tenets." Strict logic might force one to place the earlier writings with the systematic group, the later with the historical, but convenience requires that they be placed

together and out of regard for present day usage all come under the historical group. Missions, another uncertain subject, has been placed in the historical group. The complete class thus includes: 1. All general political history; 2. All church history; 3. History of doctrine; 4. Symbolics; 5. All missionary material; 6. History of religions. The experimental sciences include all the natural sciences and psychology. The normative sciences include two groups; the first comprising philosophy, aesthetics, ethics, the second, theory of religion. The problems of classification met in this group are due to the changing viewpoint of theology. The older theologians who rested authority on a body of inspired writings are giving away to the new thinkers who reject the dualistic conception entirely. The terms theology and philosophy of religion have been used to mark the distinction between the two points of view. But in this classification, theory of religion has been adopted as a class sufficiently precise and comprehensive to include both. The final group, the practical sciences, deals with the means and methods by which human activities are directed. It covers the field of practical theology.

The details of the classification, which it has been impossible to give in full here, are clearly set forth in the outline of classification accompanying the article.

Classification of an agricultural library.
W. P. Cutter. A. L. A. Bul. 4: 793-4. S. '10.

Classification of anthropology. J. C. Bay.
Pub. Lib. 13: 326-7. O. '08.

Classification of books. M. S. Saxe.
Ontario Lib. Assn. Proceedings, 1911: 59-64; Same. Pub. Lib. 16: 323-7. O. '11.

"No principle of library economy is brought more into use than classification. A good subject classification is the librarian's first aid. It unlocks almost at once many of the treasures that a library may contain. In this way only can the resources of a great collection of books become known to a library staff. Accessioning, shelf-listing, cataloguing, charging systems, all play their part. They all help in the giving out of books, and in the calling in of books. But the librarian's first duty is to class her book." It is less than forty years since the first really good arrangement for books was worked out. Each of the large libraries has its own system and a new librarian might spend months locating the contents of the library. At the present time all of the new libraries use one of the two great systems of cataloguing, the Dewey or the Cutter; and older libraries are gradually changing over to them. The writer gives preference to the Cutter system. "Classifying books is not a science, but an art; and no rules can take the place of experience and good judgment. Much of the former, and very much of the latter is shown in the Expansive classification of Mr. Cutter. It is in every sense expansive. The first classification is so arranged that it suits itself to a very small library, such as a Y. W. C. A., which will never grow to a great collection of books. The second classification broadens out a little more, suitable to a small village library that is growing a little year after year. So on to the seventh one, but recently finished and so complete is it that we find an especial mark for 'Aeroplanes' and some recent electrical developments, where the Decimal system falls short."

Classification of fiction. Lib. World. 7: 290-3. My. '05.

Fiction should be classified "exactly the same as other contributions to the literature of special subjects."

Classification of law at the University of California. Lib. J. 31: 147-8. Mr. '06.

Classification—Continued.

Classification of local collections. L. S. Jast. *Croydon Crank*. 2: 24-7. Ap. '09.

A topographical scheme must first be worked out and topical subdivisions added.

Classification of the form classes. Lib. World. 10: 321-5. Mr. '08.

The idea of classifying fiction in catalogs is not new. Boston, Los Angeles, San Francisco, Clerkenwell, Petersburg, and Philadelphia have published catalogs in which novels have been classified under subject headings. It is difficult to understand why fiction that is didactic should not be so classified. Fiction, poetry and the drama are increasingly popular as vehicles for imparting knowledge. No matter what doubt may exist as to the advisability of classifying all fiction by subject there is little doubt that historical novels are a distinct contribution to the literature of history. "The Waverley of Scott, is truer beyond comparison to the merits of the rebellion of '45 than is the authentic history of Home, though Home was himself an actor in many of the scenes which he describes."

Classification of the library of the (New York state) public service commission for the first district. R. H. Whitten. Lib. J. 33: 362-3. S. '08.

Classifying and cataloging public documents. W: R. Reinick. Pub. Lib. 11: 51-3. F. '06.

Classifying fiction. W: A. Borden. Lib. J. 34: 264-5. Je. '09.

The demand for the latest novels is often caused by the ignorance of the public of other novels. The people do not ask—"Who's the author?" or—"Is it interesting?"; but they want to know what kind of a book it is. Therefore a system of classifying fiction will enable people to find on the shelves the kinds of stories they desire. This has been done in the Young men's institute library, New Haven, Connecticut, with the result that four-sevenths of the fiction circulation comes from the classified shelves. All the short stories, the impossible stories, the detective stories, the sea yarns, the historical novels, etc. are grouped. All novels usually called for by author are left in the old, alphabetical arrangement.

Development of notation in classification. H. R. Purnell. Lib. Asst. 8: 25-33, 44-50. F.-Mr. '11.

A history of the development of notation from its crude beginnings in the earliest libraries. The Bodleian library offers an unequalled opportunity for the study of the history of classification. For in this one library one may find collections classified according to nearly every method that has been tried at one time or another and it is possible to trace the process of development by which one method has given way to another.

Exact and practical classification of books. A. Mairé. *Courrier des bibliothèques*. Jl. '10.

There can be no absolutely exact classification in library work. The systems of Soboltschikoff, Dewey, J. D. Brown and Lebas are briefly described, also that of the International catalogue of scientific literature. The first, with its four or five divisions based on the size of the book, is used by the commission of French university librarians. The last, favored by the author, is derived from the system of Brunet and employs three initial letters. There is need of an international classification and catalog.

Form and alphabetic book classification. E. A. Savage. Lib. Assn. Rec. 9: 375-83. Jl. '07.

The author tries to "prove that form and alphabetic classification, as compared with subject classification, is speciously convenient." For example literary form separates widely history and description. But the connection between the two is close. "History, as written nowadays, is the description of a country's state in the past; Green thought of history as the past life of the people. . . . The two headings, 'England: History', and 'England: Description', now cover the description of England, its people and its institutions (1) in the past, and (2) in the present; and as the difference between the two phases is merely a difference of time, it seems to me clear that the wide separation of the two divisions is a mistake. . . . Africa is a good example. For thirty years past we have been collecting the works of African explorers, and putting them in our class Description or Geography and travels. Recently we have had a history of Africa, and in accordance with our custom we have put it in class History; yet on examination, what is the book but a summary of the achievements of the explorers whose works are to be found in Geography and travels?" The inconvenience of the separation of history and description "will be realized when time has made the descriptive works of most value to the historical student." Again biographical works are kept together. Lives of admirals are widely separated from English naval history. But the natural and convenient place for a life of Nelson is with the history of the navy. Gladstone's life should surely be put with a history of his time. Further in arranging literature according to form, viz., as drama, fiction, essays, oratory, letters, etc., the works of men like Shakespeare, Scott and Goldsmith cannot be kept together. "The number of people studying poetry as a form is extremely small, but the number of people studying literature by period is very large, simply because this method of reading is required by universities. Consequently our aim to encourage systematic reading seems to require us to arrange the literature of each language in simple chronological order of authors. Instead of classing by language, then form, and finally by period, is it not more reasonable and convenient to class by language, then period, and by form not at all? . . . Just as form classification is superseding rational classification, so is alphabetic disorder superseding rational order. Biographical works are now commonly arranged in alphabetic order, the principal reason for so doing being the supposed impossibility of classifying them satisfactorily."

Formation of an advisory board on cataloging and classification. T: Aldred. Lib. Assn. Rec. 9: 167-72. Ap. '07.

Classification "is the weakest part of librarianship of the day. This is partly due to the comparatively few libraries where a good training in systematic classification is to be obtained, partly to the want of good catalogs to which one can refer, and partly to the absence of some reliable and unbiased person or body who could be consulted when difficulties in cataloging arise. Librarians are usually men with good all-round knowledge, but it would be folly to assert that every one is equally at home in dealing with all classes of literature. . . . When in doubt, some refer to catalogs and accept the location adopted by the majority. . . . With regard to new books no help whatever is obtainable, as the classifications in publishers' catalogs and in literary papers are unsatisfactory in the extreme, and this unsatisfactory feature is intensified by the fact that the books themselves are classified by persons ill qualified for the work. . . . In my opinion a carefully chosen board would be in a better position to, classify all books which do not practically classify themselves than the most expert and

Classification—Continued.

erudite member of the Association." At least such a committee could report on the following points: "(1) The definite scope and limitation of subjects; (2) the introduction of new subjects into existing schemes; (3) the selection of a definite place where a book treating a topic from different standpoints should be placed; (4) synonymous terms; and (5) cross-references."

Headings and subheadings for the Index to the federal statutes; prepared by the law library; draft of a classification prepared for the approval of the judiciary committees of congress under act of congress, approved June 30, 1906, and submitted for the criticism of all who have occasion to use the indexes to the federal statutes. U. S. Library of congress. Q. 3-797p. pa. \$1.25 '06. Supt.* of doc.

Indexing of periodical literature and the work of the Concilium bibliographicum, Zurich. A. L. Voge. Bibliog. Soc. of Am. Proc. and papers. 2: 116-34. '07-'08.

All minute classification schemes for science as yet published are inadequate, but the expansion of the Dewey prepared by the Institute internationale de bibliographie de Brussels for classifying references for the use of specialists is the best. The machinery of evolving a scheme of classification by means of loose leaf note books is minutely described. Decimal notation is favored. There is too great a tendency to classify by form divisions rather than by subject divisions. The electrolytic production of sodium should be classed under sodium not under electrolysis. The card system of publishing bibliographies and indexes is of greatest value to manufacturers and specialists. The Concilium bibliographicum of Zurich, Switzerland publishes card bibliographies of zoology, physiology, anatomy, paleontology, animal biology and microscopy. Any card bibliography of periodical literature lies within the scope of the Concilium's endeavors. A bibliography of electro-chemistry is in preparation.

Junior work of classification. V. A. Aitken. Lib. Assn. 6: 330-3. My. '09.

A discussion of the use the class number is put to, the various places where it is entered, the arrangement of guides on the shelves, placing of classification indexes and catalogs, with suggestions to library assistants on studying the operation of the classification.

Law classification under the author arrangement. W. J. C. Berry. A. L. A. Bul. 1: 257-8. Jl. '07.

Notes on this article are given under the heading Law libraries.

Model questions in classification. W. C. B. Sayers. Lib. World. 14: 43-5. Ag. '11.

Modern classification for libraries with simple notation, mnemonics, and alternatives. H: E. Bliss. Lib. J. 35: 351-8. Ag. '10.

"I believe that the three leading American systems provide too many subdivisions that are not practical for books. However, 20,000 would suffice, I believe, for general libraries of up to 300,000 volumes or more; and the class-marks need not have more than three factors, usually letters. As a library increased, some subjects might require a fourth expansion. . . . The class-mark should not aim to locate the special book. That is the function of the subject catalog or of the annotated bibliography. . . . Both for capacity and for incidence and value of mnemonics a notation of letters thus appears to be superior to a notation of figures. . . .

There really seems little reason for argument against letters for notation. The advantages of letters, on the contrary, greatly outweigh their disadvantages, while the disadvantages of the numeral base greatly outweigh the possible advantages and the alleged simplicity of the decimal notation."

Old classifications—and the excuse for new ones. A. F. Kider. Lib. J. 35: 387-96. S. '10.

"It may be fairly stated that but two systems of classification have stood the test of time and use, one of which has had a certain succès d'estime, the other a very genuine succès populaire, coupled with an international use thru its wide translation that in itself gives it an important bibliographic place. At the latest reports over six thousand libraries, large and small, scattered over every country in the civilized world, were using the Decimal classification, something less than a hundred the Expansive classification (the Decimal classification for one thing had twenty years the start), while it is exceedingly doubtful if any other system can show a half dozen adherents. . . . Might it not be both feasible and wise to attempt at regular intervals of twenty-five or fifty years a radical and complete revision of the Decimal classification in the light of human progress and the best bibliographical experience in its use?"

Outline of the theory of classification.

T: Coulson. Lib. World. 14: 37-42, 67-70. Ag.-S. '11.

"Prof. Huxley wrote:—'By classification of any series of objects is meant the actual or ideal arrangement together of those which are alike and the separation of those which are unlike; the purpose of the arrangement being primarily to disclose the correlations or laws of union, of properties, or circumstances; and secondarily to facilitate the operations of the mind in clearly receiving and retaining in the memory the characteristics of the object in question.' It is, then, apparent that classification is an important branch of scientific study." In classification objects must be arranged in groups, and groups in classes, according to affinity. "The distribution must be such that those species which most closely resemble one another will be adjacent, and the relative proximity between two species will suggest the degree of difference or affinity between their characteristics." Great care must be exercised in the use of terms as names for the divisions, for they must clearly indicate the subjects they represent and none other. "There will be difficulty in deciding which characteristics should be selected as the standards for classifying." The purpose to which the classification is put must determine this. The Brown (Subject) and Dewey (Decimal) systems are both "arranged upon a definite evolutionary principle, i. e., the history and development of our knowledge of the universe. . . . The best known form of classification for a special purpose is the alphabetical index. The purpose of this arrangement is to direct the searcher to simple facts without respect to natural resemblances. It is therefore valueless for scientific research and investigation, for it does not enable us to make a general statement concerning the objects which are thus brought together."

Picture collections in small libraries. G. E. Salisbury. (Instructional department, no. 3.) 20p. pa. Wis. Free Lib. Com., Madison, Wis.

"Follow the scheme for classifying books, but remember with pictures to classify as closely as possible." Examples of classification are given according to both the Cutter and the Dewey rules.

Plea for uniformity; discussion. Lib. Assn. Rec. 8: 161-6. Ap. '06.

Old systems are continually being altered and new systems coming into use. To fix on one

Classification—Continued.

system for general use might prevent the progress of library methods. "If ever a standard classification were selected it should be one in which the terms were properly explained, and the scope of the headings well defined. A classifier 'must be prepared to make a liberal allowance for expansion of his system, laterally and longitudinally, and probably from time to time a renatation of the various systems would be found desirable.'"

Principles of book classification. E. W. Hulme. Lib. Assn. Rec. 13: 354-8, 389-94, 444-9. O.-D. '11.

Classification is a means to an end. Dr. E. C. Richardson says "the closer a classification can get to the true order of the sciences and the closer it can keep to it, the better the system will be and the longer it will last." But all classification may be divided into two groups, mechanical and philosophical. "Philosophical classification aims at teaching the essential relations between classes of things." While book classification or mechanical classification according to Dr. Richardson is "having the most used books together." The two functions are distinct and therefore divergent. A new definition of book classification is "that book classification is a mechanical time-saving operation for the discovery of knowledge in literature. . . . The simplest form of classification is that which has for its object the bringing together of like material in bulk with a view to the economy of its subsequent distribution and consumption. . . . The alphabetical catalogue presents its classes in index order and secures thereby the advantage of immediate reference. The class catalogue sacrifices this advantage, but asserts a relationship between classes by presenting them in class order. But whatever efficiency is secured by the plotting of the relationship between classes can be equally well asserted verbally by means of references. Hence the rules for the construction of the alphabetical and class catalogue are logically one and the same. Both systems are concerned in classifying the same material by the same attributes for the same purpose. The difference between the two is merely formal, and rests in the method of presenting the results for public use. . . . Books may be classified in two ways—directly on the shelves; indirectly by their titles in the class catalogue. . . . For the primary requirements of library service it will be seen two distinct classifications are needed:—A. An arrangement of works by marks which will best conduce of their ready identification, i.e. by their authors or titles; B. A classification based upon the most important intrinsic characteristics of books, viz. their topic or literary form."

Principles of classification. W. C. B. Sayers. Lib. Asst. 6: 82-8. Mr. '08.

"The laws regulating classification belong to the domain of logic; logic is essentially the science of classification developed to its most general limits and, recognizing this fact, we see immediately that the approach to our study is through the science of logic. . . . Pure classification takes for its material all being; that is to say, everything that exists or may exist. In this are included thoughts, ideas, impressions, besides past and present things in the outer world. These it arranges together in the order of likeness and separates according to order of unlikeness. . . . Every object in the universe has a certain character which relates it to some other object; and again, every object has another character which is its distinguishing peculiarity. It is the abstraction of these characters, or characteristics, which is necessary in order to begin a classification. . . . Two important things must be kept in view in this process. First that the characteristic which we chose for our arrangement must be the one of most value to the person for whom the classi-

fication is designed, and, secondly, that the characteristic, once chosen, must be adhered to throughout. The first is an important factor in the value of the classification scheme; for, clearly, an arrangement of leaves in order to exhibit their colors for an artist, would be a very different thing from one in order to reveal their structural affinities for the physiological botanist. . . . Classification is a genealogy of a subject, consisting of main headings, divisions of these main headings and sections of these divisions. . . . A classification of knowledge can be theoretically perfect, because on paper or in the mind we can divide subjects from their most general forms down to their most specific forms; in a bibliographical scheme that division is strictly conditioned by the form of books. Books may be imagined as dealing with a general subject, and as dealing with its divisions and sections of divisions and with these exclusively, but books are rarely written in this special and exclusive manner. Every one of us who has to classify books, knows that they more often than not deal with several subjects. . . . A bibliographical classification is a compromise between theory and practicality. The classifier constructs his main headings to agree as far as possible with scientific order, and then adjusts their divisions and sections to fit existing literature, being guided in so doing by one invariable rule: that all books dealing with a subject shall come together on the shelves, and all leading up to the subject shall come in front of them, while all that supplement or lead out of and away from them shall come after them. . . . A general library classification must be universal in scope. Its classes must embrace all knowledge. . . . Two factors have to be regarded in any arrangement, form and subject. With the exception of General works and Literature, which are clearly forms and not subjects, all the headings in the three best-known classification schemes are subjects—Philosophy, Religion, Sociology, Philology and so on. Under each of these headings certain divisions are always given to forms of subject. For example, a history of science deals with the subject, science, but its form is history; similarly, a book on the evolution of art deals with art, but its form is evolution or history. The great form classes are fiction, poetry, drama, essays and oratory, and in these the arrangement of the books has no relation to the subjects of which they deal, but only with the form in which those subjects are presented." A classification scheme is incomplete without a notation. "A notation which consists entirely of one symbol, entirely of figures, or letters, or arbitrary signs, is called a pure notation, while one or more than one kind a mixed notation. Dewey and Cutter are practically pure notations, while Brown is mixed. To be serviceable a notation must be elastic, so that it will divide or can be added to in order to permit the insertion of any new topic at any point in the scheme. . . . A last requirement of a bibliographical scheme is an index to all the subjects listed in the schedules. . . . In the practical application of classification a few simple but valuable rules have to be borne in mind. The topic of a book must always be chosen for the first arranging factor, and then, if the book is a particular form of the topic, it must be placed under that form. The exception to this, of course, is in pure literature, as before mentioned, where form is paramount. In placing the book one must always seek out the minutest head that will contain it; where the choice has to be made between two heads, that of the predominating topic in the book must be chosen. . . . Books will occasionally occur for which there is no place in the scheme. It is here that the value of the elasticity of the notation becomes evident. Taking the heading to which the new subject is most closely allied we make a new heading and place the book there. The final and indispensable rule is that a book must be placed where it will be most useful. . . . Beware of classifications which are critical. To class a book on agnosticism under atheism or a book on the new theology un-

Classification—Continued.

der agnosticism, may or may not be truthful classification, but it is the classifier's opinion of the topics, and this opinion is superfluous. Dewey violates this when he classes astrology under delusions; whatever may be our opinions of astrology, there are some people who actually devote themselves to it with some earnestness, and in arranging we must respect their point of view."

Problems of classification and an A. L. A. code. W: S. Merrill. A. L. A. Bul. 5: 232-4. Jl. '11.

"The first requirement of a classification is that it shall be adapted to classify the literature of the present time as well as of past time; that is to say, in nomenclature and arrangement it must be either up to date or else capable of modification to make it so. The second requirement of a classification is that it shall be expansive or susceptible of addition to accommodate new topics, new points of view, new sciences and new affiliations of old sciences. The word expansive is used here in a wide sense. Any system that allows the insertion of new headings in their proper places in the scheme, either by leaving gaps or by allowing for an indefinitely expanded notation, fulfils this requirement, whether the system is called expansive by its author or not. This brings us to a third feature of classification, namely, that its notation shall not hamper its due expansion and growth, but shall serve as a means of conserving its orderly arrangement." Several problems arise in the actual assignment of books to their appropriate classes. Some of these are "(1) the determination of the primary contents of a book; (2) choice between two or more topics in a book, given equal or nearly equal weight; (3) conflict of two classes facing, like Janus, two ways; (4) the treatment of individuals; (5) form versus content; (6) indexing." Because these problems are always arising for every classifier the A. L. A. should compile a code for library classification.

Scheme of classification for books on forestry. E. Bruncken. Lib. J. 33: 313-4. Ag.; Same. Engin. Digest. 4: 413-4. O. '08.

School of application for cavalry and field artillery, Fort Riley, Kan. Lib. Library classification scheme. '05. School of application press, Fort Riley, Kan.

Shelf classification and shelf-marking. F. W. T. Lange. Lib. World. 11: 76-7. Ag. '08.

Some suggestions on the classification of technology. Lib. Asst. 7: 146-8. My. '10.

Subject classification of text-books in law libraries. G. E. Wire. A. L. A. Bul. 1: 258-60. Jl. '07.

For a digest of this article see under the heading Law libraries.

Subject groups for illustrated works. W: M. Merrill. Pub. Lib. 10: 173-4. Ap. '05.

Suggested classification for chemistry. A. Voë. Abstract by J. C. Bay. Lib. J. 34: 304-6. Jl. '09.

Thoughts on classification, occasioned by the publication of J. Duff Brown's Subject classification. Pub. Lib. 12: 8-10. Ja. '07.

The classification of books in libraries is largely a question of accommodation for higher purposes. "The relative merits of classifica-

tion schedules is a barren subject, unless discussed on philosophical grounds. In practical work we deal with them as tools. . . . For the historical and philosophic sciences, Cutter's classification is a masterly device. In the field of the exact sciences the Library of congress recently has indicated a system that is a result of a diligent and many-sided scrutiny. The decimal classification may have its drawbacks in spots, yet it is, as a whole, a brilliant achievement." A review of Mr. Duff's Subject classification is given.

Typographic collection of the Grolier club and its classification. R. S. Gran-niss. Lib. J. 36: 501-4. O. '11.

Unfrequented paths in classification. M. G. North. Lib. World. 9: 437-40. Je. '07.

The author suggests in a humorous way a strict classification according to subject of all books and magazines, even if to do this the books and periodicals have to be cut up.

Wanted—a classification: a plea for uniformity. R: W. Mould. Lib. Assn. Rec. 8: 127-47. Ap. '06.

With the advance of the open access the time has arrived when libraries should adopt a uniform classification scheme. The two systems now in general use are the Dewey decimal classification and the Cutter expansive classification. James Duff Brown issues this season a new scheme with a novel series of tables enabling subjects to be subdivided to any extent. "The scheme is so arranged that it can be applied to the largest library or the small collection." The Dewey system is in more universal use than the Cutter, but it is badly in need of revision. Mr. Dewey is at work on the new edition. He believes it would be foolish to re-cast the classification "in view of the amount of cataloging that has been done by the present scheme." European as well as American librarians are being consulted in order to make the classification suitable for international use. The Cutter system "is distinguished as being the most logical and modern in its nomenclature of the recent systems. . . . It is coming into use in a good many American libraries, and when the final expansion is finished and provided with an index will undoubtedly be more used still." It is urged upon the Library association to evolve a scheme worthy of universal adoption.

Weak point in library administration: the absence of exact classification from British public libraries. E: McKnight. Lib. Assn. Rec. 8: 289-95. Jl. '06.

Rarely ever is the subject of classification brought up in the Library association and yet English libraries are not as a rule efficiently classified. In almost every library the classification is numerical in main classes. That is "books are divided into main classes, something like the following: A. Theology and philosophy; B. History and biography; C. Voyages and travels; D. Law and politics; E. Science and art; F. Fiction; G. General. There is, of course, no further subdivision, and the system is little better than a purely numerical arrangement. It is a hotch-potch method after all, and to dignify it by the name of classification is absurd. Mr. Brown says of it: 'A more chaotic and unbusiness-like arrangement probably does not exist anywhere, in any department of life, than a numerically arranged English public library on the plan just described. It is a mere wilderness of books dumped down on the shelves without regard to topic, relationship, or even an elementary idea of order or consistency.' Open access libraries are more closely classified, but it is said that "no satisfactory method, one which is not too involved and cumbersome, has yet been devised, whereby the indicator may be worked in conjunction with close classification on the shelves. Elasticity

Classification—Continued.

and latitude on the shelves are an essential part of any scheme of close classification, and of elasticity the ordinary indicator has none." Yet at Chorley this idea has been disproved. The books there are classified according to the Dewey system, three figures being generally used. "The class number and the accession number are both used on the book labels. The accession number acts as the indicator number and the indicator book contains the class number. The method of working is as follows: A borrower applies for say book No. 5932. The assistant takes the indicator book and finds written inside '840 Rousseau by John Morley.' He goes to shelf 840—French literary history—and finds the book under the author's name. . . . It would be of no avail to deny that it is not so easy for a new assistant, with no knowledge of library work to find books in this way. But new assistants are troubled to find books arranged in numerical order, and the difference in the time it takes to learn the system is not so much as to be considered a serious objection. On the other hand, there are decided advantages. The new assistant better understands the books in the library and their relation to each other, and therefore sooner becomes efficient and useful to the librarian and the public. . . . There is an inducement to offer help, when it is not too difficult to provide it, when an assistant can go to one place on the shelf for an armful of books on a special subject, and place them before the seeker, instead of running all over the department, which beside being a great deal of trouble, is a great waste of time and should not happen in a well-managed institution. Another advantage is equally obvious. Most libraries issue select lists of books, and some go to the trouble to supply any reader who applies for it with a list of books on a specified subject. Under a classified system such lists can be rapidly, and completely compiled."

Brown's Subject classification.

Brown versus Dewey. R: Wright. Lib. Asst. 7: 227-37. O. '10.

The Dewey decimal scheme is a pioneer published thirty-five years earlier than Brown's subject scheme, hence the latter should show many improvements. Dewey's is purely a finding system, Brown's a system fitted to the notation. Dewey's object is "practical usefulness," Brown's "logical order." In Brown's logical order "the material side of science has been selected as a foundation upon which to construct the hierarchy, for matter and force are assumed to precede life and mind. Life is supposed to rise out of matter and consequently follows. The arrangement of the different forms of life is evolutionary, proceeding from the lowest species, botany, through animal life to its highest form, human life. The instinct of procuring food and clothing, that is, the application of plant and animal life to human needs follows, as indicating the primitive exercise of the mind. Philosophy and religion as secondary applications of the mind are placed next and are succeeded by social and political science; man brought into contact with his fellows, and the resultant formation of society. The means of communicating and recording the earlier operations of the mind in thought—language and literature—form the next step in the hierarchy. As a record of the whole of life the products of literature—literary forms and history—follow: the literary forms being placed first because fable and mythology are thought to have preceded history." A distinct characteristic of the Dewey system is "the evolution of the mind of man in its acquirement of knowledge. Man's mind becomes first active when he realizes that he is a being and forms part of a phenomenon. Enquiry into the causes and laws of all phenomena naturally follows (represented by philosophy) with the result that at the outset, an idea of a supreme power (natural theology) is acquired. The Christian religion is

gradually revealed to him; the dividing line between natural and revealed theology being the Bible, the source of all revealed religion. The mind is next exercised in his relations to fellow men (sociology). After the primitive tribal divisions, a means of intercommunication (philology) was set up, and by the comparison of ideas, the facts of nature, as represented by the class Science, became known. The application of this knowledge to human needs—useful and fine arts—would naturally follow; useful arts leading, because sciences were first applied to enable the necessities of life to be obtained and were afterwards used for the production of pleasure. Literature, the greatest of the fine arts, provided a means of keeping a record, or of formulating history, which forms the last class." The defects and effects of each scheme are gone over class by class and the author finds that "In the question of order Brown is generally an improvement over Dewey." Brown is more suitable for English libraries, Dewey being too Americanized for them. Dewey's notation is simpler while Brown's is more expansive. "Taking into consideration all points one must acknowledge that Brown's scheme is as we must expect, owing to the difference of the date of compilation, the better scheme, and one worthy of its author and at the same time of consideration if not adoption by all English libraries."

Canons of classification applied to the subject classification. W. C. B. Sayers. Lib. Assn. Rec. 425-42. Ag.; Same cond. Lib. J. 32: 442. O.; Discussion. Lib. Assn. Rec. 9: 468-75. Ag. '07.

A criticism of James Duff Brown's Subject classification.

Classification of library economy and office papers. L. Stanley Jast. Q. 56p. *2s. 6d. '07. Library supply co., London.

"Published originally in Brown's Subject classification, it has now been reprinted with an index. . . . The author's aim has been 'to apply classification not only to the literature of library economy, but also to the various written records and papers bearing upon the administration of libraries, and processes of work.'" Under nine main divisions "the object has been 'to provide a number for every kind of document, letter, record, process or group of processes in a library, and to refer by a single reference to the place of storage of every kind of material.'" The nine main divisions contain some seventy-five main subdivisions."

Subject classification. H: T. Coutts. Lib. Asst. 6: 304-14. Ap. '09.

An analysis of the Brown classification. "The scheme is eminently practical, and is founded upon commonsense principles. The field of knowledge is in the first place divided into generalia, matter, force, life, mind, and record. Under these broad divisions are arranged the classes and sub-classes in a logical progression. The notation is plain, mnemonic, elastic, and, comparatively speaking, simple. The system can be used for very large libraries, or it can be adapted to the needs of smaller libraries, and special collections of books." It claims to combine the theoretical aspects of a subject with its practical application, and to provide only one place for a subject. A one place classification is an impossibility, but Mr. Brown has reduced the over-lapping of subjects to a minimum. "The general principle of arrangement is that the subject or application is placed as near as possible to the science on which it is based. Thus we find electrical engineering immediately following electricity and magnetism in the main class of physical science; music, as an expression of sound, following acoustics; domestic animals, with their

Classification—Brown's—Continued.

wilder kind in zoology; building construction with architecture, and so on. . . . A mixed notation is used, i. e., a notation composed of both letters and figures. The notation is on a wide basis, the 24 letters, A-X, being requisitioned to show the main classes and their principal divisions. Thus we have an initial division into 24 parts. The digits of numbers are then used to three places, giving a power of division into 24,000 parts, by using a symbol which is no more involved than, for example, M950. Although there are twenty-four main divisions, there are but eleven main classes." Several letters are assigned to the more extensive main classes as follows:—A. Generalia, B-D. Physical science, E-F. Biological science, G-H. Ethnology and medicine, I. Economic biology, J-K. Philosophy and religion, L. Social and political science, M. Language and literature, N. Literary forms, O-W. History and geography, X. Biography. The logic of this arrangement is found in the sequence of matter and force, life, mind and record. A categorical table of form divisions makes an extensive system of decimal subdivisions under classes possible. "National and race names are excluded from the categorical table, and where it is necessary to qualify a topic by its nation or language, it must be done by adding the national or philological number, from the main tables, to the subject number. By way of illustration, the classification mark for a book on the 'Butterflies of the British Isles' would be F387V5; Subject, Butterflies, F387; Locality, United Kingdom, V500, ignoring ciphers. Or again, a book on the 'Dogs of Battersea' would bear the mark, F918U967, a combination of the subject and local numbers. It is unnecessary to use the second and third figures of the local number unless it is desirable to closely localize the subject as in the case of our second example, nor is it necessary that there should be any dividing mark between the two sets of numbers other than the initial letter of the local mark. It sometimes happens, in a close classification, that the topic must be qualified both locally and by form. Extending the preceding example we will imagine it to be a 'Bibliography of works relating to the dogs of Battersea.' Our classification mark thus becomes F918U967.1, which analysed is: Subject, U967; Categorical number, indicating bibliography, 1." Composite books may have the class numbers of several subjects combined into one long number. Numbers are left here and there for the intercalation of subjects. A complete index is appended.

Subject classification: criticisms, revisions and adjustments. J. D. Brown. Lib. World. 12: 41-5, 81-6, 121-4, 153-60. Ag-N. '09.

Subject classification: with tables, indexes, etc., for the subdivision of subjects. Jas. Duff Brown. O. 423p. *15s. '06. Lib. supply co., London.

"The classification of this book is in our opinion an excellent one, showing great industry and intelligence in the author, probing far into the minute subdivision of knowledge. Every librarian, no matter to what system he is pledged, will find it of the greatest advantage to keep Mr. Brown's work beside him for frequent consultation. A huge quantity of that miscellaneous information for which the librarian not seldom . . . delves anxiously in gazetteer, or dictionary, or elsewhere, is here ready for use. No one who is committed to the Dewey classification and notation need in our opinion change to this one, and (perhaps through prejudice!) the Dewey classification plus the Dewey notation seems to us a more potent instrument for dealing with large libraries, but the Brown classification and the Brown notation show in several important points superiority to Dewey."—Lib. Assn. Rec.

—Review by E. A. Savage. Lib. World. 9: 48-55. Ag. '06.

Mr. Brown has aimed to supply a constant place, or single position for books on a subject which "is only obtainable by making the sciences and arts spring from their natural source." In the physical sciences he has achieved the desired result, but in biology he has not been consistent. Had he applied his principle consistently there would not be a class, General works which includes education, logic, mathematics and the graphic and plastic arts. Mr. Brown argues that these pervade every branch of science, industry, or human study. But he could equally well assume that biology, mechanics, literature and bibliography are as pervasive as education. He is open to the charge of inconsistency on this point. "One simple way of testing a classification is to think of some of the books we have been unable to place in other classifications. Under this test the subject classification comes out exceedingly well indeed. Very many books are written upon philosophy and religion together—the S. C. provides a head for them. . . . The possibilities of subdivision are enormous. Altogether about 10,000 heads have been provided, each with a number neither longer nor shorter than A 131. But apart from these class divisions are the categorical divisions. In the absence of a more expressive portmanteau word, 'categorical' is used to denote a table of forms, phrases, standpoints, qualifications, etc., which apply more or less to every subject or subdivision of a subject. . . . The categorical tables comprise 975 very useful forms and phrases, and as a certain number apply to all class divisions it will be seen how closely books may be classed. In addition to the classes and the categories are the alphabetical and chronological symbols. . . . The index to the S. C. itself is thoroughly done. It is very full, occupying 171 of the 423pp. in this book. Each entry refers to the one and only place to which material is to go. The simplicity of the index and its extent, are strong inducements to librarians to apply the scheme to their libraries." Even those who are not in a position to apply the scheme will find the Subject classification invaluable as a work of reference.

—Review. W. W. Bishop. Lib. J. 31: 836-S. D. '06.

Mr. Brown "has made a classification with a reasonably flexible notation; one which can be applied without too great strain on the memory, and which should prove fairly expansive in practice. In short, he has made a bid for the sort of support that the Decimal classification now receives, and as his scheme is made with British interests in mind, it is probable that he will win many adherents in Great Britain and perhaps elsewhere. So far as its merits as a classification are concerned, it can hardly be said to be the equal of the Expansive classification, though it avoids the deadlier pitfalls of the Decimal classification, while as a scientific product it falls far short of several of the other well-known schemes. . . . The chief faults of the scheme are in its grouping of large divisions. The index is adequate, and by all odds the most valuable feature of the work. The introduction is full, giving much information about applying the classification, and many variant forms for indicating authors, dates, etc. It is to be regretted that this introduction is rather difficult reading even for one somewhat well versed in the technical jargon of libraries."

Cutter's Expansive classification.

Expansive classification. T: Aldred. Lib. Assn. Rec. 7: 207-19. My. '05.

Mr. Cutter designed the expansive classification in seven degrees of progressive fulness and published the first six in 1891. "On the seventh, which is regarded as the classification, he spent the greater portion of his leisure hours, and spared no effort to make the work as com-

Classification—Cutter's—Continued.

plete as possible. . . . Although a widely read man himself he sought the assistance of specialists in various spheres of knowledge, and where he could not improve upon extant analyses he freely adopted them." Mr. Cutter died before the work was completed but Mr. W. P. Cutter has undertaken to complete the scheme, which experts say is the most logical and practical yet published, and as it is founded upon actual books it is essentially practical. "As a classification the E. C. stands alone as being the one having two forms of notation, subjects being represented by letters and geographical divisions of the world by numbers. . . . The superiority of the E. C. notation is due to its greater base. . . . Another advantage of the E. C. letter notation is that it permits of heavily represented classes of literature being spread over several base characters. For example, the social sciences take up primary letters H, I, J, and K, and the sciences and arts L, M, N, O, P, Q, R, S, T, U, V, and W, all of which tend to shorten the mark allotted to any subject. Its number code is divided into two parts, the units being reserved for 'preliminaries' or formal divisions applicable to most subjects, and numbers 11 to 99 for political divisions of the world. The preliminaries are for use in large libraries and take up almost the same ground as those in the D. C. . . . The E. C. is, however, something more than a bald enumeration of subjects and marks. Thruout the work the author has interspersed practical and impartial notes on difficulties met with in classifying books. His remarks on the several ways of arranging biographical works are so exhaustive as to leave no apparent room for any one to add anything further on the subject. In many places he gives alternative positions for debatable subjects, and often adds a note embodying his own opinions as to the more appropriate place. . . . The objections may be summarised as follows:—(1) That it is a waste of time to study an incomplete scheme. (2) That it is difficult to remember the order of letters. (3) That a letter notation would cause loss of time in shelving books. (4) That letters are not so easy to remember as figures. (5) That the public would not be able to copy out or understand the use of letters. (6) That letters do not catch the eye so quickly as numbers. There being no complaint of the arrangement of subjects, nothing further need be said on this point. To my mind, all the objections may be summed up in one word—prejudice. . . . The objection that a letter notation causes loss of time in putting books into their places is a fallacious one, for the evidence of those with experience is to the contrary. The fourth objection is a controversial one. I, for one, remember letters more readily than numbers, and in this I do not stand alone. . . . The objection that letters do not catch the eye so quickly as numbers hardly calls for notice. B. A., LL. D., Y. M. C. A., are intuitively grasped as entities without any apparent effort. . . . Chemists probably put letter symbols to greater use than any other class, and I have never heard of any suggestion on their part of adopting a number notation in preference to the letter."

—Discussion. Lib. Assn. Rec. 7: 196-9. Ap. '05.

Expansive classification. W. P. Cutter. A. L. A. Bul. 5: 224-7. Jl. '11.

The Expansive classification was designed by Charles A. Cutter as a working classification for the Boston Athenæum library of 100,000 volumes. The old fixed location has almost universally given way to relative location by which each book is placed with those to which it is related in subject. Because it is difficult to change a system once adopted it is important to choose one that is "both theoretically correct and practical in application. . . . A good classification should be: (1) Easy to apply. Its notation should be simple, its classes easily distinguishable, its call numbers as short as

possible, its practical application easy for the inexperienced as well as the experienced cataloger. (2) It should be scientific and logical so that the public consulting the shelves may be able to find books on related subjects grouped together. Its point of view should be modern so that modern scientific works may be assigned to proper positions. (3) It should be flexible, allowing choice in special schemes for special libraries or collections. (4) It should be expansive, providing simple schemes for small libraries, and an elaborate scheme for large libraries. Provision should also be made by which, as a small library increases in size, the classification may be made more minute with a minimum of additional work or change in the books already classified.

The notation of the Expansive classification is based on the use of the alphabet from A to Z for subjects, making subject subdivisions by the addition of second, third or fourth letters. Figures are used only either to indicate form subdivisions (where the digits 1 to 9 are used), or geographical subdivision (where the numbers 11-99 are used). These subdivisions by numerals are common to all classes, even the most minute, and cannot be mistaken for subject divisions. The use of the letter notation results in simplicity. The single letters of the alphabet furnish 26 great subdivisions; the addition of a second letter allows each of these to be again divided into 26 or 702 in all; the third letter furnished 26 divisions of each of these, or a grand total of 14,304; finally, the fourth letter furnishes 367,280 total subdivisions. To allow of such minute subdivision on a decimal system requires six figures." The call numbers are short, even the most minute subjects requiring but three letters, and "the use of the local list numbers from 11 to 99 results in short marks for all books having local significance, especially in geography and history." The practical application of the system is easy. Pupils with only a high school education can in a few weeks classify rightly a large percentage of the books, and young boys and girls can soon learn to find the books on the shelves without special help. The classification is scientific and logical. "It groups, for instance, philology and literature together. Language is X, literature Y; the same local list may be applied to each. It places Architecture with the Fine arts, and Building with Technology. It classes Mining and Metallurgy together. The general development of the classification is from the spiritual through the historical to the scientific, and thence to the methods of recording thought. Thruout, a logical sequence has been followed. It is modern in its science. The natural history, mathematics, astronomy, physics, technology, have all been compiled within the last few years. There is provision for modern discoveries in pure and applied science. There are places for aeroplanes, automobiles, radioactive substances, factory costs." Flexibility is secured by cross-references. "The Expansive classification provides seven classifications of varying length, the first containing ten classes, the second thirty-one classes, and the final development, the seventh classification, many thousand, thus adapting it to use in the smallest library and at the same time provides for any possible amount of growth, with the smallest possible amount of additional labor in changing book marks on the records of the library. . . . Subjects vary according as they relate to different countries. Thus in zoology, there are not only books which treat separately of the invertebrates and of the vertebrates, of mammals and monkeys, but also books which describe the animals of Africa, of Madagascar, of Borneo. . . . The history, laws, language and literature of England are so diverse from the history, laws, language and literature of France that no general library of size would for a moment hesitate to separate them. This kind of subdivision it is desirable to mark in some different way from the other, for two reasons; first, because it is different, a division not by subject but by locality; and second, because it is suitable and convenient that the mark for each country should be the same in all the

Classification—Cutter's—Continued.

different classes, and also that it should not be used for any other purpose. We cannot take letters for this purpose, for they are already taken for subject marks; we therefore use figures. If for example, 45 is the mark for England, and D is church history, then D45 is English church history; F is History, F45 English history; O is Zoology, O45 is English zoology. Whenever one meets 45 one knows it means England, and can be nothing else." No suggestion of need of amendment has ever been heard of the classification. "The users are enthusiastic advocates of its adoption." The incomplete index contains 65,000 entries and none of the 400 pages of science are yet indexed.

Expansive classification. W. C. B. Sayers. Lib. Assn. Rec. 11:99-117. Mr. '09.

The expansive classification is based on evolution as is also that of J. D. Brown, but they show wide differences. "There is an order in the main headings of the Expansive classification which may be called logical. A savage becomes apprehensive of delty through a savage philosophy, and before he is aware of national identity or history he must be aware of individual identity or biography, geography, or his knowledge of his immediate physical environment as it relates to his nation, would naturally be developed with the development of his national conscience. The social sciences, the economic relations of men to one another in a community naturally spring out of the needs of a national social group—or social aggregate, to use Emil Reisch's phrase; the social bases of a nation being secured, it naturally develops industries and the embellishments of life; hence the sciences and arts in their varying forms of medicine, industrial and technical arts, and then the fine arts. The final stage in national development is the sensible conserving of thoughts and records by the arts of writing, which reach their culminating point in pure literature. We see, therefore, that there is a logical co-ordination of main headings" in the expansive system. . . . The decimal classification is practically without co-ordination in its main classes." There are seven schemes of classification in progressive order of fulness. The basis of notation is the alphabet. The expansive classification is "philosophically consistent. Its co-ordination is clear throughout."

Dewey Decimal classification.

Brown versus Dewey. R. Wright. Lib. Assn. 7: 227-37. O. '10.

Notes on this article are given under the heading Classification—Brown's subject classification.

Decimal classification. M. Seymour. A. L. A. Bul. 5: 227-30. J1. '11.

The seventh edition of the Decimal classification is merely a first installment of revision and enlargement. "Changes proposed will be carefully studied and the few that promised clearly to justify their cost will be made. But no change will be made merely to fit a new theory, for theories are constantly changing and a shifting classification is impracticable for libraries. . . . If a scheme brings related subjects together, provides for adding new topics, and enables books on the same phase of the same subject always to be classed together and readily found when wanted, it is of comparatively little moment whether exact sequence on shelves accords with the latest theory. The Decimal classification has now become so much the common language of libraries and bibliographies in all countries, that it is clearly undesirable either to make frequent changes or to ignore growth. Apparently a revision about every quarter century would be the golden mean between the costly and impracticable changes of trying to keep up

to date, and the opposite extreme which would in time make any scheme seem medieval." Plan of revision: "Besides subdivision of any subject to any required extent, there will be an increasing number of compact notes giving dates, facts, distinctions between allied numbers and similar data, often saving classifiers long search and greatly enhancing the value of the book for reference. . . . Whenever demand will cover expenses, any revised subject will be issued separately with general explanation, 3 figure tables of other subjects and index."

Decimal classification and relativ index, by M. Dewey. Review. Librarian. 2: 58-9. S. '11; Lib. J. 36: 477-80. S. '11; Pub. Lib. 16: 337-8. O. '11.

Decimal classification and relativ index. 7th ed. *\$6; hf. turkey or flex. persian, *\$7; flex. turkey, *\$8; Index, separately, *\$3; hf. turkey or persian, *\$4. '11. Forest press, Lake Placid Club, Essex co., N. Y.

Decimal classification for history, geography, biography and genealogy. Bul. de L'Inst. Internat. de Bibliographie. 8: 87-124. '03.

Dewey decimal classification after thirty years. W. C. B. Sayers. bibliog. Lib. Assn. Rec. 12: 314-34. Je. '10.

The edition of 1899 is entirely inadequate to modern demands and a new edition is in progress. Particular attention is to be given to modernizing the divisions of science. The scheme is vulnerable and illogical in many places, but not fatally so. It is easily modified and expanded.

Dewey expanded. H: V. Hopwood. Lib. Assn. Rec. 9: 307-22. Je.; Same. Lib. J. 32: 362-7. Ag.; Discussion. Lib. Assn. Rec. 9: 340-5. Je. '07.

An explanation of the "Classification bibliographique" of the Institut International de Bibliographie. The paper shows "that the difference which exists between the two classifications is not a difference of bulk alone; it does not even rest on the revision which the original has undergone; it is fundamental; and the changes introduced are not, in the main, those of detail and definition, but rather those of form based on a system affecting the classification throughout. To those who mark their libraries by Dewey a knowledge of the Brussels scheme seems to be indispensable."

Expansion of the Dewey decimal classification for the history of the Pacific northwest. C. W. Smith. O. 15p. pa. '08. Univ. of Washington Library, University Station, Seattle.

Extension of the Dewey decimal system of classification applied to architecture and building. (Univ. of Ill. Engineering experiment station, Bulletin no. 13.) N. C. Ricker. O. 101p. gratis. '06. Univ. of Ill.

Extension of the Dewey decimal system of classification applied to the engineering industries. (Univ. of Illinois bulletin, v. 4, no. 5, pt. 1. Nov. 1906.) L. P. Breckenridge, and G. A. Goode-nough. O. 72p. pa. gratis. '06. Univ. of Illinois, Engineering experiment station, Urbana.

Classification—Dewey—Continued.

Note on the classification of radium and radioactivity, according to Dewey's system. A. J. Hawkes. Lib. Assn. Rec. 11: 420-2. O. '09.

Question of the adoption of the Dewey classification in the Ontario libraries. (p. 30-6 in Proceedings of the annual meeting of the Ontario library association, Toronto, Ap. 1907.)

The objection is raised that the adoption of the Dewey classification would be a great hardship to small libraries because of its cumbrous machinery.

Suggestions towards a constructional revision of the Dewey classification. A. J. Hawkes. Librarian. 2: 5-8, 43-6, 83-7. Ag.-O. '11.

Library of congress classification.

Classification. Outline scheme of classes. U. S. Lib. of congress. Catalog division. O. 21 l. '06. U. S. Lib. of congress.

L. C. classification schedules. Pub. Lib. 15: 386-7. N. '10.

Library of congress classification. C. Martel, A. L. A. Bul. 5: 230-2. Jl. '11.

The Library of congress classification was "devised from a comparison of existing schemes (including the Decimal and the Expansive) and a consideration of the particular conditions in this library, the character of its present and probable collections, and its probable use." The system does not follow strictly the scientific order, but rather a convenient sequence of various groups of books. The symbols are "(1) for the classes, a capital letter or a double letter; (2) for the subclasses, these letters combined with a numeral in ordinary sequence. Provision for the insertion of future groups is: (1) in intervening numbers as yet unused; (2) in the use of decimals. This notation secures for future development the greatest possible elasticity in providing for intercalation of new classes or subclasses as well as for divisions and subdivisions under subjects. A third letter could be resorted to without inconvenience if desired, while the numbers for divisions might be easily converted into decimals by writing them in the form 0001 to 9999. . . . The Library of congress arrangement permits the grouping under a country of all the subdivisions of a subject in logical order which are immediately related among themselves and have jointly a more intimate relation to the country than to the general theoretical works on the subject, while the mechanical application of a local list under every subject and various subdivisions under it has the effect of scattering in many places material which belongs together. . . . The general principle of arrangement within the classes or under subjects is as follows: (1) General form divisions: Periodicals, Societies, Collections, Dictionaries, etc. The placing of this material at the head of a class, or subject, has besides its logical justification, the great practical advantage of marking on the shelf, visible even at a distance, the beginning of a new subject. (2) Theory. Philosophy. (3) History. (4) Treatises. General works. (5) Law. Regulation. State relations. (6) Study and teaching. (7) Special subjects and subdivisions of subjects progressing from the more general to the specific and as far as possible in logical order. When among a considerable number of co-ordinate subdivisions of a subject a logical principle of order was not readily discernible, the alphabetical arrangement was preferred.

The general principle has also, to a certain extent, governed the order of the main classes, looking upon the group as a comprehensive class."

Library of congress classification and its printed catalog cards. F: C. Hicks. Lib. J. 31: 255-6. Je. '06.

The library of the United States naval war college after considerable deliberation has adopted the classification used by the Library of congress and thus is saved the labor of classification. This library is largely technical and no scheme of classification better suited to its needs exists. The only difficulty lies in the fact that as yet the Library of congress classification scheme is not printed, but when it is there can be no doubt of its practicability for it is as certain to be as full as other schemes in the subjects with which the Naval war college is concerned.

Outline scheme of classes. Library of congress. 1910.

This is a preliminary outline. Schedules for America, music, science, and bibliography and library science have been issued. That for America is out of print.

Clearing books. See **Binding and repairing; Care and preservation of books; Disinfection; Dust.**

Clearing houses.

See also **Duplicates.**

A. L. A. magazine exchange. Lib. J. 35: 25. Ja. '10.

Clearing house for state publications. Lib. J. 30: C231-3. S. '05.

Clearing houses for periodicals. H. W. Wilson. A. L. A. Bul. 3: 165-6. S. '09.

Magazine and book exchange. N. Y. Libraries. 2: 49-50. Ja. '10.

The New York state library has established a periodical and book exchange. "The establishment of this bureau should lead each library which has not already done so, to adopt immediately some systematic plan for the building up of a periodical reference collection. This plan, for the smaller libraries at least, should include: (1) the securing by gift of all the periodicals, both new and old, which the friends of the library can be induced to donate; (2) the arrangement of these into as many complete volumes as possible; (3) subscribing for a few of the more important magazines which can not be secured by gift; (4) the purchase of some general periodical index, suited to the size of the library, whose list of titles indexed shall be the guide followed in acquiring and filling out sets; (5) sending to the state library promptly, (a) a list of the volumes needed to complete its sets, (b) a list of all its duplicate volumes, or volumes which are not included in the index which it has adopted as its guide; (6) binding all complete volumes of periodicals which are included in its index. The cost of this binding may be included in the account of expenditure of state money." The state library will maintain two card files, one containing a list of what is wanted and the other of what libraries have.

Periodical purchase and exchange. N. M. Russ. News Notes of Cal. Lib. 5: 369-70. Jl. '10.

Notes on this article are given under the heading **Periodicals.**

Clippings.

Clippings, the system and index: an inexpensive, simple, unlimited yet accurate newspaper and magazine clipping system. C: E. Ebersol. D. 11-142p. *\$1. '07. Newspaper clipping co., Ottawa, Ill.

"The method of filing clippings is based upon the Dewey decimal system for classifying books, but is more than a mere abridgment or modification of that system."

How to keep a scrap-book. Ind. 67: 48-50. Jl. 1, '09.

The essentials of a useful system of scrap keeping are celerity, mobility, and classification by subjects. This cannot be done by the scrap book method. "Formerly librarians in large libraries used to despise pamphlets, while clippings were altogether beneath their notice. Nowadays they no longer despise pamphlets, they merely hate them, and they are beginning to take notice of clippings. . . . The best way of keeping together all the material on a given subject, 'printed or written or partly printed and partly written,' as the lawyers say, is to put it in manila envelopes and these in a vertical letter file. The envelopes should be large enough to hold typewriter paper unfolded, that is, about 9 by 11-12 inches. Some will prefer the folders without sides, such as are generally used in filing letters, instead of envelopes, as being a little easier of access. If clippings alone are filed a long envelope, about 4 by 9 1-2 inches holding a column, is more convenient. The vertical filing cases may be obtained in sections and expanded as desired. Or you can make your own box to fit the envelopes and get some kind friend to pyrograph or carve it with your book plate. The envelopes may be saved from the mails fast enough if you do not care to buy them." The best system of classification is none at all, but if one is insisted on, the abridged edition of the Dewey decimal classification is best.

New encyclopedia. P. P. Foster. Pub. Lib. 15: 236-7. Je. '10.

Practice versus theory—a reply to Mr. Dickinson. E. F. McCollough. Pub. Lib. 15: 186-7. My. '10.

"Most libraries duplicate for circulation, the leading magazines. Those which are not duplicated are usually obtainable for the asking. People are always glad to give away what they do not want themselves. In the average American family, magazines accumulate with terrifying rapidity. A single advertisement in the daily paper will usually precipitate upon the library an avalanche of periodical material. To be sure, much of this material will be useless. But even so, there will be a great deal of value. In case only one magazine of a certain issue is at hand, and in that single magazine is a page upon both sides of which are printed two equally valuable articles, supply and demand will usually determine which article shall be preserved. . . . As for the expense for filing devices: pamphlet boxes are very cheap. So are filing cases. There are at least three libraries where filing cases, having a capacity of from 8,000 to 10,000 mounted clippings, cost from \$32 to \$50, the difference in cost depending upon the difference in construction. Filing clippings under subject headings is largely a duplication of the work done by the 'Reader's guide.' By following such a method cross-references are also necessary. These add materially to the cost. However, if the clippings are classified according to the Dewey classification, a logical arrangement is had and cross-references are not necessary. This classified arrangement is made easily accessible to the person of ordinary intelligence by filing at the beginning, the index to the D. C."

Reference libraries for busy men. P. P. Foster. Ind. 67: 1125-8. N. 18, '09.

The librarian of the editorial reference library of the Youth's companion describes a method of keeping transient material for ready reference in a series of classified envelopes filed in a self-indexing arrangement. Magazines are taken apart and articles worth saving filed with other clippings. Files of unbound magazines and newspapers are also kept.

Simple filing system. Manual Train. 11: 462-3. Je. '10.

Treatment of ephemeral material in the public library. S. K. Hiss. A. L. A. Bul. 3: 404-8. S. '09.

What shall we do with clippings? C. Hathaway. Wash. Lib. Assn. Bul. 2: 9-10. Jl. '06.

"How often, in a small library, (in doing reference work) one remembers some newspaper clipping which would have given the exact information wanted, but where to find it is the problem." The Chautauqua portfolio has helped solve the problem. "The portfolio, on the shelf, looks like a black-covered book, but when opened, each one contains ten envelopes, the same size as the portfolio. Each envelope is called a section, and they are lettered A—K. On every section, or envelope, is an index to the contents of that particular section and these index lines are called topics. There are twenty topics to every section. For example, Vol. 1 may be used for 'Noted men.' The first envelope in the volume is called Section A. The first clipping in Section A is Henry Irving, which is numbered Topic 1. Every clipping pertaining to him is given that same number. I place the topic number and the date at the top of the article. The date is important, as it is often asked for. Now these clippings are ready to be cataloged. I use the standard card catalog card and make reference to the volume of the portfolio, section and topic." The "clippings about local history are especially important to us, for almost all of the available information comes to us from the newspaper articles written by pioneers. It is now a pleasure to use our clippings for reference work. By this method every clipping is cataloged and filed in the reference room ready for use."

Clubs, Library. See **Library associations and clubs.**

Clubs and libraries.

See also **Clubs for children.**

Aids for study clubs. Wis. Lib. Bul. 1: 76-7. S. '05.

Club women and programs. K. L. Roberts. Pub. Lib. 14: 205-8. Je. '09.

Reference librarians find work with study clubs one of absorbing interest. It "opens her eyes wider, broadens her views and gives her more areas of sympathy with other people's culture and their ologies and isms." The library is called upon to make suggestions as to programs for study, the club program committee often coming to the library to see study outlines and consult the reference librarian and even to have her actually make up the program. In doing this, the librarian should strive to have programs, regardless of the nature of the subject, connect with the present day life and thought. Whether the subject be Greek art, French renaissance, or Robert Browning, its treatment should be such as to make it a live thing. "If Italy is the topic it may be isolated by the study of a series of unrelated things: buildings, eminent people, castles, ruins, arches, a monarch, a poet, etc., or it can be

Clubs and libraries—Continued.

made a living whole through a study of its people; who and what they are; their origin and the climatic geographical influences in their development; the use they made of their position; their social and historical epochs, as illustrated in the careers of great men and movements, art and literature, all of which stand as sign-posts of the race's evolution. Afterwards comes a study of what the people stand for to-day in the human race, or, that nation's contribution to the humanities which puts the student in touch with the people as part of herself. Then naturally one may stop with the Italian immigration and a discussion of whether the flooding of our country by that race may bring us good or ill." It is important to find out whether the study is to be serious, or superficial, whether it is real study or merely pastime that is desired. Effort should then be directed towards making the study as logical as possible. The reference librarian has to study many books to be able to do this work. "The program maker must try to concentrate on the important things and struggle against spreading everything too thin. Get a number of women working on a few things rather than a few women taking up a number of unrelated things. . . . Aim at popularity and brightness for the superficial program, but make the women at least see things in a broad spirit through the relating of topics. . . . As helps in getting suggestions for topics I would recommend chapters in books on the subject, where hints will often be found from the way the author himself handles that chapter. Titles of books given in long book lists often supply an idea as to how a subject could be treated, or will give variations of the subject. Poole's index will often have lists of articles under the desired heading which will give fine thoughts for working up the topic. The encyclopaedias often suggest a logical sequence of topics. Book lists of course are easy to get. . . . Topics are suggested by the University extension, the Albany extension and other lecture courses, and there is often much to be gained through a study of the point of view of the subjects taken by the makers of the syllabi. Robertson's 'Courses of study' and Sonnenschein's 'Best books,' with their annotations, give a critic's point of view on a topic and often clarify a program maker's own plan of work by suggesting the books to look into on a given topic. Leyboldt and Iles, 'Books for girls and women and their clubs' can be used with profit. . . . In making out a program of a biographical nature the idea should be to throw the weight toward a study of the man's work itself. There is too great a tendency to spend time on studying about a man who has done something and not enough on the thing he has done."

Library aids to study clubs. I. A. Hitt.
Wash. Lib. Assn. Bul. 2: 9-10. O. '06.

"Without the public library clubs would have been more rare and less helpful. Yet so potent are they as educational factors that several states have already recognized them as a part of their educational system, have made appropriations for purchasing books for their use and have a system of registration connected with their state libraries."

Library and study clubs. W. F. Stevens.
Lib. J. 33: 181-2. My. '08.

A review of clubs and their work in Homestead, Pennsylvania.

Library and the club. Ind. State Lib.
Bul. No. 13: 1-2. My. '06.

It is wise for the club to consult the librarian before making out its program for the year. By so doing, topics on which there is no material available may be avoided, and the librarian will have a chance to purchase books bearing on the topics assigned, especially if the subject is one that will be likely to be studied again.

Library and the woman's club. Mrs. F. A. Pattison. Pub. Lib. 15: 137-42. Ap. '10.

"It is a significant fact of no small moment that while America was practically built around a library, the woman's club and the public library were born almost simultaneously. In fact, the first national organization of women for educational purposes antedates by one year the public library law, and as we know they were both American conceptions. As we follow the history of these two institutions, these two great forces for good, and while we realize that every sum of good must cast its shadow of harm, and certain evils be the result, we feel fairly safe in the growth of both, because of their high motives, their endeavor to interest and educate all sides of human nature, and their freedom from the complexities, which are introduced in a financial profit scheme. . . . The woman's club has assumed such proportions already, both positively and indirectly, such a power in education, that we are told there is none upon which educators rely with more certainty of dependence. We are both the mothers of our sons and mothers of their sentiments. . . . In the first place, may we not both do everything to extend the home idea and the home-feeling into both club and library. As the home is a fundamental, so it seems to me everything worth while should partake of its ideal nature. We can never get at the heart and the will of a man without a suggestion of home, and the city is the man, whether he be five years old, or 50; therefore, of all institutions, those that stand for citizen education should be the last to partake of the nature of a cold city supply shop. The woman's club instead of being antagonistic to the home, was builded and is maintained for home education and home advancement. The institution idea makes the pauper, the institution idea makes the nihilist. . . . Between the club and the library yet there be a better understanding, brought about by constantly meeting and working together. We should in the first place disabuse the mind of the librarian and that of the public of the idea that the earnest work of a club is done at its regular meetings. . . . The real culture and the real profit and work in the woman's club is with the individual, and the special committee. . . . The librarian can be of inestimable value as a guide to both the work and the play of the individual and her club, in seeing her point of view, and helping her to see her best, not yours, not a librarian's and not anybody else's, but her own possibilities, always and forever. This cooperation, we believe, after studying each other, may be brought about not alone by libraries having specialists to meet club women, but by women's clubs having library committees whose interest it is to meet with these experts and cooperate, coordinate, correlate, and every other known co, in the work of both parties. . . . A list of books and magazine articles useful to club women should be published not only in the local club columns of the press, but in the official organ of the general and state federation. It should again be the special object of librarians to interest and influence the state departments of the federation by placing before them such matters as will tend to make of them the most effective possible organs of action. By so doing, we believe libraries and clubs all over the country would be helped. . . . We need a club hour in the library, similar to the story hour for children, where all sorts of good things might germinate; with a list of the most authoritative and choice books and papers to read on subjects of the day, and information and discussion upon those in which the women can be of most use."

Outline for a study of municipal government. L. J. Bailey. bibliog. Lib. Occurrent. 2: 53-5. Mr. '09.

Prepared at the public library for a study club at Gary, Indiana.

Clubs and libraries—Continued.

Reading circles. J. Pomfret. Lib. World. 13: 289-94. Ap. '11.

Study club program. Iowa lib. com. leaflet, no. 8.

Suggestions as to most profitable kinds of programs, methods of study, and ways of obtaining material for study.

Study outlines. 23v. D. ca. 25c. '07-'08. Wis. Free lib. com.

Contents: no. 1, Japan; no. 2, Russia; no. 3, Canada; no. 4, Travel in England and Wales; no. 5, Travel in Scotland and Ireland; no. 6, French history; no. 7, Modern Italy—History; no. 8, Shakespeare's King John; no. 9, Shakespeare's King Richard Second; no. 10, Shakespeare's King Henry Fourth, pt. 1-2; no. 11, Shakespeare's King Henry Fifth; no. 12, United States history—Discovery and exploration; no. 13, United States history—Colonial period; no. 14, United States history—Revolution; no. 15, United States history—Formation period, 1783-1817; no. 16, United States history—Expansion period, 1817-1860; no. 17, United States history—Civil war and reconstruction, 1860-1876; no. 18, United States history—From reconstruction to date, 1876-; no. 19, Travel in the United States; no. 20, French art; no. 21, American literature; no. 22, English literature—Early Victorian period; no. 23, History of Wisconsin, 1634-1908. The Shakespeare series are not available to libraries and clubs outside of Wisconsin.

What the club woman has a right to expect from the public library. B. S. Smith. Ia. Lib. Q. 5: 34-9. Jl. '05.

"Broadly speaking, the aim of each club woman is, by means of her club, to become a better citizen herself and to help others to become better citizens." In pursuing this aim she should "expect from the librarian not alone unity in sentiment, but active service; that the library may not be known as a place where only the fleeting stories of the moment may be had freely for the asking, but where the best is always to be found. And we thus have the first step wherein the club woman, as a citizen of the highest ideals may look to the librarian for unity of sentiment and effort—to advance and raise the grade of reading." In addition to cooperating with the club woman toward a common ideal, the librarian should render practical assistance as far as possible. She "should search for all material on all subjects being investigated by the clubs and keep this material in one place, available for club use only, either to be circulated or to remain in the library, as the leader may prefer. She should extend to the leader and members of classes privileges similar to those given the teachers so that any number of books may be drawn at one time for a reasonable length of time. If the material in the library on certain subjects seems meagre, she should buy all the books the library can afford on that subject for the club work. Talks to the clubs on the use of reference books often prove helpful and an incentive to personal research on the part of the women, which is always better than any help given by the librarian. Lists of the books on the subject of study should be kept near the books, and, if possible, preserved from year to year. These will be found of much value for reference. In some of our libraries rooms have been set apart for the exclusive use of clubs."

Why the public library is a fruitful field for the club woman. M. V. Clark. Ia. Lib. Q. 6: 43-4. Jl. '09.

Club women may do much for the library after building and books have been secured. "Let people know you are interested; direct the conversation of your friends and callers to your library, or some special book which may be found there; invite people to visit the library." The library might well take the place

of the weather or the latest novel as a social topic. Club women should be in touch with what the library contains, especially with what is on the children's shelves, and be able to direct the children's attention to special books. As opportunity presents itself question children about their reading, and read some of the children's books. Help the librarian by calling attention to special articles and topics for the library bulletin board. Help prepare programs for special days. Help the librarian make the people feel that the library is an integral part of the educational system of the community. Send your own magazines that you do not care to preserve to the library as soon as you are through with them. Let some child carry them, thus bringing the child in touch with the library. See that every man, woman and child in the town becomes acquainted with the librarian. "Let her, and others, know that she is an important and responsible personage working quietly and faithfully for all; that she is a valuable and trusted member of the community, deserving your hearty interest and support. Teach the children that as of old all roads led to Rome, so in your town all streets lead to the library, that every one should become familiar with that institution, that treasure-house."

Work of the factory girls' clubs, Dayton, Ohio. Lib. Occurrent. 2: 133-5. Je. '10.

Work with clubs. K. A. Chipman. Pub. Lib. 14: 256-7. Jl. '09.

All club programs and topical references are kept on file. Program committees meet at the library. Material not already in the library is secured quickly, so far as means permit. A clipping collection is kept up.

Clubs for children.

Junior civic league. M. van Buren. Wis. Lib. Bul. 6: 133-6. N. '10.

Good citizenship, as the author defines it, means unselfishness, "less thought for one's self, more for one's fellow." It is this kind of citizenship that the Junior civic league seeks to foster. "It is impossible for a municipal government to secure beauty and cleanliness until the individual is interested and the individual most easily reached and most readily impressed is the child. For cleanliness of back yards and alleys, attractive lawns, parkings and school grounds, porch and window-boxes, the utilization of vacant lots and a general interest in flower and vegetable growing, the children may be depended upon to make their home surroundings attractive and the city generally cleaner. Children are natural doers of things. One child given seeds and a few simple tools may inspire all the youngsters in the block to action." In Mankato the work of the league centers around the library. The librarian on one of her regular visits to the school proposed the plan. The cooperation of teachers, citizens and the local papers kept up the enthusiasm and a club of 376 was formed. Within a year the membership grew to 600—all members being children under 15 years of age. Each member is given eight packets of seeds. "Directions for the preparation of the soil and the planting of the seeds are given both at school and at the library. Pictures of simple gardens are displayed at the library and books on children's gardens circulate freely." First and second prizes of \$3 and \$2 are offered in each ward in the city for the best flower garden, and for the neatest yard from street to alley. Early in the spring a civic mass meeting was held in the opera house at which part of the program consisted of stereopticon views of "before and after" scenes. Later thruout the grades, from the 4th to the 7th, one recitation period was given up to the writing of compositions on "What I can do to make Mankato clean and beautiful." "The Junior league means much to the city physically but of far greater significance is the underlying moral force of a work of this nature

Clubs for children—Continued.

—the influence of industry, cleanliness and beauty—of real civic and home pride—upon the boys and girls who will some day have control of municipal affairs. "But," you ask, "what has the library to do with all this?" Why, everything. The League is under direct supervision of the librarian and all the work centers around the library—the registration of members, the distribution of seeds, the meetings of the League, the bulletin exhibits, the awarding of prizes, and last but not least, the circulation of books of special interest to League children."

Junior civic league experiment. S. L. Nason. Ia. Lib. Q. 6: 159-60. Ap. '11.

Library boys' club. J. A. Robinson. Wis. Lib. Bul. 5: 5. Ja. '09.

A current events and social club.

Library boys' club; an experiment. F. Duren. Ia. Lib. Q. 5: 129-31. Ja. '07.

The club had its inception in the desire to preserve order and quiet in the library without resorting to the expedient of banishing the boys because they disturbed the quiet of the rooms. "Souvenir library post cards were sent to every boy between the ages of ten and fifteen whose name was on the library register. These cards bore the simple statement: 'We are going to have a Library boys' club. Come to the library Saturday morning at half past ten and hear more about it.' At the first meeting the announcement was made that on Saturday mornings the library belonged to the library boys; they might talk and laugh and go about at will, a freedom which was gladly accepted and never abused. I should mention here that the library was not open to the public until the afternoon." The boys chose their own officers, and drew up their own constitution and by-laws. "The name suggested was the Young citizen's club and its purpose, to fit its members for citizenship by giving them drill in parliamentary practice and in learning to pull together." Programs were given on various subjects, the work including papers, discussions, extemporaneous speaking and debates. The results were all that had been expected. However "let the librarian who is proposing to establish a boys' or a girls' club consider carefully if there be a legitimate need for such an organization. . . . Many are the demands upon the children and we must be cautious lest our zeal for them draw them away from the home or cause them to neglect their school work. The librarian must count the cost not only for the children but for herself for much time and thought will be required and her enthusiasm for the club must not lead her to neglect the regular library work."

Library clubs for boys and girls. M. H. Milliken. Lib. J. 36: 251-3. My. '11.

Membership in a small well-organized, self-governing club develops the child's sense of responsibility. Such a club frequently offers the first lessons in popular government. Further than this the club is an effective means of extending the educational work of the library. "The club's greatest usefulness lies in the opportunity it presents of broadening the interests of the child, of opening to him through books and discussion new fields of thought and pleasure. Compared with this, information acquired and number of books read are comparatively unimportant." Club work helps to bridge over the intermediate period when the boys and girls are outgrowing the children's department, and introduces them gradually and naturally into the adult department of the library.

West Indianapolis library boys' club. E. Saltmarsh. Lib. Occurrent. 2: 208-10. Je. '11.

"To insure success, no club should be organized except in response to a definite need." In

this particular case the suggestion was put forward by the boys—a group of boys, ranging in age from fifteen to twenty years, who had been patrons of the library from the time they began to read. The librarian readily fell in with the suggestion, helped with the preliminary plans, and found a suitable leader. After that the library assumed no responsibility aside from furnishing the room for meeting. At the first meeting the leader drew from the boys their reasons for wishing to organize such a club. Each expressed a desire for self-improvement along some line. The boys drafted their constitution, elected officers and named their club. Meetings were held once a week. The first meeting of the month, it was decided, should be an open meeting with an outside speaker. The regular programs on other evenings were made up of essays, two sometimes three, of from five hundred to one thousand words each, with questions in geography and history. On one evening of each month a debate made part of the program. The boys take interest and pride in the preparation of their work, and it is in this work of preparation that the library comes into active touch with the club.

Collation of books.

Objects and methods of bibliographical collations and descriptions. A. W. Pollard. Library, n. s. 8: 193-217. Ap. '07.

The object of collation is to discover whether a book is perfect, and "to ascertain in what relation it stands to other copies of the same work." In order to accomplish these two results the collator of early printed books must understand the makeup of those books. Early printers printed their sheets page by page exactly as the scribes had written them. Mr. Pollard explains how this was done and what precautions were taken to get the sheets of a quire in the right order. "To get the quires in the right order they were sometimes numbered, but more often lettered, the first quire a, the second b, and so on. The letters used were, mostly, those of the Roman alphabet, which treated i and j as one letter, and u and v as one letter, and had no w. The letters thus used are called signatures, and the Roman alphabet of twenty-three letters is that used by most English printers in signing the sheets to the present day." To guard against the possibility of numbering the sheets and quires wrongly "careful scribes wrote the first word of a new quire below the last word of the last line of the preceding quire. This provided a means of checking the order of the quires. So also, when they had written the first leaf of the first sheet, they wrote below the last word of it the first word of the second sheet, and so on for the third and fourth, and thus provided a means of checking the order of the sheets." When the printer had taken all these precautions it is easy to collate an old book. But before 1472 no one used printed signatures and even after that time many books have neither signatures or catchwords because it was the custom to place them at the very foot of the page where they could easily be cut off by the binder. Again the quires in an old book are not always regular as sometimes additional leaves were inserted. If one can find the strings which mark the middle of the quires it is fairly easy to collate by means of the watermarks as only one watermark is made on each sheet of paper, and this is made about the middle of one-half of the sheet. Mr. Pollard tells how to detect missing leaves and leaves supplied from another copy. The article closes with the methods of collating more modern books and with the forms of description to be used when the collation is complete.

Collections, Special. See Local collections; Special collections.

College libraries.

See also Buildings; Department libraries in colleges; Libraries and colleges.

Academic standing of college library assistants and their relation to the Carnegie foundation. W. E. Henry. A. L. A. Bul. 5: 258-62. Jl. '11; Excerpts. Pub. Lib. 16: 294-5. Jl. '11.

Notes on this article are given under the heading Librarians and assistants.

Amount of help to be given to readers. W: W. Bishop. Lib. J. 33: 264-8. Jl. '08; Same. A. L. A. Bul. 2: 327-32. S. '08.

Notes on this article are given under the heading Reference work.

Apportionment of book-funds in college and university libraries. T. W. Koch. A. L. A. Bul. 2: 341-7. S. '08.

A plan which has proved successful in one of our western universities is to have no "definite formal division of the unrestricted funds for books, binding and periodicals. . . . The library board decides which departments shall share in the book funds and the head of each department understands that he is to submit order cards for all books wanted, with no thought of what funds may be available. These are purchased as far as funds will permit, care being taken that no unreasonable amount (the librarian being the judge) be spent for any single department. The general library figures as a department and is always the largest spender. The apportionment of funds therefore so far as there is, rests entirely with the librarian, but with appeal to the library board from any unsatisfactory decision. . . . No fixed sums are ever set apart for any department; the entire plan is to a certain extent automatic and within right and reasonable limits the sum each department gets is determined by the number and urgency of its manifested wants. The librarian keeps a department account book which shows the sums spent for books, binding and periodicals, by every department during every year. . . . The figures for single departments are sometimes used with the head of that department to tell him how much he has had during the year or to show him that he has more than some or any other department or quite as much as his share." If, in using this plan, it becomes necessary "to restrict professors in certain departments, after showing them from your account book that their departments have had a full share, go over all their order slips with them and ask them to mark titles in the order of desirability for future purchases as fast as funds permit."

Berea college and its library. E. K. Corwin. Lib. J. 32: 499-500. N. '07.

Book selection in the university library. E. H. Budington. Columbia Univ. Q. 13: 218-23. Mr. '11.

Notes on this article are given under the heading Book selection.

Brief outline of the organisation and methods of the Cambridge university library. H. G. Aldis. Lib. Assn. Rec. 7: 625-36. D. '05.

The library is nearly 500 years old. The bookcases date from 1649 to 1905, the buildings from 1400 to the latter part of the nineteenth century. Readers have always had free access to the shelves. While this diminishes the amount of service required from the staff it adds to the difficulties of administration, and effects the organization of the work. The permanent staff consists of twenty-four persons. The library possesses upwards of 720,000 volumes and over 80,000 maps. About 56,000 acquisitions are received each year. The library

under the copyright act receives a copy of every book published in the United Kingdom. The books which are purchased consist mainly of foreign publications.

Cataloging for small college libraries. F. R. Foote. A. L. A. Bul. 5: 220-4. Jl. '11.

Notes on this article are given under the heading Cataloging.

Catalogs of the Bodleian library, Oxford. T: W: Huck. Lib. World. 12: 413-8, 447-52. My.-Je. '10.

Central bureau of information and lending collection for university libraries. W: C. Lane. A. L. A. Bul. 3: 380-3. S. '00.

Central bureau of information and loan collection for college libraries. W: C. Lane. Lib. J. 33: 429-33. N. '08.

Notes on this article are given under the heading Loans, Inter-library.

College and school libraries in Oregon. J. R. Robertson. Lib. J. 30: 149-50. Mr. '05.

College and university libraries in the southwest. P. L. Windsor. A. L. A. Bul. 1: 277-8. Jl. '07.

College and university library; preprint of Manual of library economy, ch. iv. J. I. Wyer, jr. 18p. pa. 10c. '11. A. L. A.

College libraries and college librarians: views and comments. W. N. C. Carlton. Lib. J. 31: 751-7. N. '06.

As a class college libraries have not kept pace with public libraries during the last thirty years. Too many college trustees and presidents have thought anyone could look after the library. They have spent much care on the selection of a night watchman, and a professor, who has outlived his usefulness, has been appointed librarian. Again they have realized the need of apparatus in the laboratories of the scientific departments but have failed to see the need for a large amount of literary material in the work of instruction in the so-called literary departments. A college librarian needs more preparation than does the librarian of a public library. He is associated with a body of finely trained scholars and to understand and be in sympathy with their methods and needs he should have scholarly training and scholarly ability. "Whether the college is large or small the relationship between librarian and faculty must be close and constant. Harmony between them is absolutely essential both as regards the library and the work of instruction." While the librarian would wish to avoid the purchase of books that will soon become obsolete, yet "the utility and convenience of possessing books at the moment when they can be used most effectively" often justifies their purchase. Again it must be remembered when an expensive set of books is asked for which perhaps only the instructor will use that the grade of the college is determined by the character of instruction given by the faculty. "If a qualified professor wants a foreign journal of world wide repute in its field, one that contains a large share of the newest contributions to its subject, it is well worth some sacrifice on the part of the college and the library to obtain it. The immediate incorporation of its subject matter in the professor's lectures keeps his instruction abreast of the times, necessitates frequent re-

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vision of those lectures, enlivens them with reference to discoveries, inventions and experiments not yet six, three, or even two months old, and rarely fails to stimulate the interest of such students as are worth teaching."

College libraries in the mid-nineteenth century. W. N. C. Carlton. Lib. J. 32: 479-86. N. '07.

College study at Columbia. C. A. Nelson. Lib. J. 32: 495. N. '07.

Correlation of the library and other departments of colleges and universities. L. N. Wilson. Pub. Lib. 12: 220-1. Je. '07.

There is a great need for heartier cooperation between the library and the other departments of a college or university. At Clark university "the heads of departments make the classification for the books strictly within their field and classify all the books purchased for their departments as they are received." Uniformity in schemes of classification is not insisted upon. "This brings about a close relation between the library and all the departments of the university. The alcoves are practically departmental libraries within the main library, and each instructor takes a personal interest in his department of the library." The librarian makes no suggestions of radical changes without first consulting the heads of departments which will be affected by such changes. An effort is made to make the library a common laboratory in which all departments are interested.

Designing of a college library. N. S. Patton. A. L. A. Bul. 1: 270-4. Jl. '07.

"The first work must be done by the librarian and should consist in reducing to writing a description of the purpose and scope of the college library." Consultation with the president in regard to the future of the institution and with the professors in the departments that use the library, visits to other colleges, and consultations with other librarians should follow. When there is no librarian, the president should study the needs of the new building.

Developing a college library. W. H. Kerr. Pub. Lib. 12: 214-7. Je. '07.

"As modern scientific instruction is impractical without its laboratories, so is modern instruction in literature, philosophy, history, language, and science incomplete without its workshop, the library." The college library should supply professional material to teachers, it should furnish inspiration and guidance to students, it ought to be a bond of interest between the institution and the community, and should have close relations with the public schools. In selecting books consult the needs of professors and of students also. Buy good editions. Buy important sets of periodicals. Develop the resources of the library and then develop the use of these resources.

Distribution of income in the college library. J. C. Rowell. Lib. J. 30: C84-6. S. '05.

Edgar Allen library of the University of Sheffield. T. Loveday. Lib. Assn. Rec. 11: 567-71. D. '09.

Efficiency in college and university library work. W. Austen. Lib. J. 36: 566-9. N. '11.

Much has been said of late of attempting to apply modern business ideas of efficiency to academic work. The application of such principles to college and university libraries would

be difficult because of the tradition and precedent handed down from generations which would have to be overcome, but at the same time it would be fruitful of results because, with the antiquated machinery removed and improved methods introduced, an immediate increase in efficiency would follow. The first difficulty met in attempting to formulate a more efficient plan of organization is the lack of uniformity of opinion as to the functions of a university or college library. First there must be a sharp distinction between the two. The university library must aim to provide material for research, and nothing short of all the literature on a subject can give complete satisfaction. The aim of the college is to provide material necessary to make effective the teaching done in the college. The university which is combined with the college has both needs to provide for. "This constitutes the raw material, to use the industrial term, with which the library must supply the needs of the college student, the embryo scholar, and the serious research worker, and the machinery, organization and methods used to get and make usable these materials either make for efficiency or hinder it." The work of getting these materials affords an opportunity to use the methods now approved in the business world. "Books at this stage may be handled pretty much as merchandise designed for a special need and a special market. In this work then we study to advantage the methods of the counting house." In the classifying and cataloging necessary to make these materials ready for use, there is an opportunity to introduce functional division of labor. In the use of the library it should be remembered that a cardinal principle of the business world is "that a combination of closely allied interests is more efficient than to break them up into independent units. The various uses made of a large library are so interwoven that to separate them into several independent divisions is pretty sure to result in duplication of work and encroachment on each other's needs, not to emphasize unnecessary duplication of materials that might easily serve more than one need at different times." The use of specialists trained in a particular subject to give assistance in the use of that subject is another application of the principle of the functional division of labor.

Frederick Ferris Thompson memorial library building, Vassar college. Lib. J. 31: 769-70. N. '06.

Notes on this article are given under the heading Buildings.

Function of the library in education. W. H. Kerr. Educa. Outlook. 4: 307-11. My. '07.

"The library is not only the supplement of the departments of instruction, not only one of the departments, but it is the department of departments. . . . It is very easy to see the necessity of new dynamos, additional microscopes, improved chemical desks for the laboratories. Then why is it almost a crime to have duplicates in our libraries? Why does not the department of books, which is both servant and master of all, receive twice or thrice that which is granted so unhesitatingly for scientific work?"

Future university library. B. Rand. Nation. 84: 263. Mr. 21, '07.

The Harvard law school library is an example of what may be done with departmental college libraries if they are handled in the right way. "The development of this library has taken place under an expert who has given exclusive attention to legal literature. The result has been the creation of one of the best law libraries on this continent; and this library in turn has helped create one of the best law schools in the world. Mere increase in the number of books and in extent of accommodation could never have yielded these

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fruitful results if there had not been in addition expert and departmental administration. If only through such departmental development a thoroughly efficient library in a law school has been built up, a similar policy must, so far as practicable, be pursued in history, science, philosophy, or any of the other great departments of a university. . . . The library of a department has been truly described as its 'laboratory.' But a successful laboratory can be conducted only by those who give their lives to the task, and never by mere general supervision." Then if it is a good thing to have departmental libraries "we must form a new conception of the nature and functions of a central library in a university. Such a central library would comprise the general collection of books which are of equal value to the whole university . . . and the great array of general periodicals, reports, records, and documents serviceable to the entire community. It would also contain the general reading rooms, and provide for the various divisions of general library administration. Indeed, this administrative work would be one of the most important functions of the main library. . . . A suitable plan for a general university library might, for instance, be found in a main building for the central library surrounded by a group of department buildings in close connection; or it might prove more advisable to have the department libraries under the same roof as the central library. This later plan would afford the readiest access to all the department libraries. Yet whatever the location, the one thing necessary is the maintenance of separate department libraries. To-day the great university libraries have, for the most part, only a corps of administrative officers. The future university library must provide in addition a staff of departmental librarians."

Handbook of the libraries of the University of Michigan. T. W. Koch. 10c. '10.
G: Wahr, Ann Arbor.

"The aim of this handbook is to acquaint students in a general way with the resources of the libraries of the University, to give beginners a little elementary instruction in the use of reference books and the card catalog, to inform newcomers about the distinguishing features of these particular libraries, while giving some general counsel about reading and use of books."

History of the Bodleian library. G: R. Bolton. Lib. World. 12: 241-6. Ja. '10.

Honor system in college libraries. I. M. Butlin. Lib. J. 34: 162-4. Ap. '09.

A detailed account of the working of the honor system at the library of Beloit college. Violations of this system are judged by a committee of students who forward the evidence and their recommendation as to sentence to the proper dean. Names of offenders are not made public but the nature of the offense and the penalty fixed upon are published in the college paper.

How to increase the culture reading of college students. I. A. Kidder. Pub. Lib. 15: 419-20. D. '10.

In technical colleges courses are so crowded that little time is left for cultural reading. By means of bulletins, special shelves, reading tables and personal effort the librarian should bring attractive books, both new and old, to the attention of the student. In this Oregon library the great eastern dailies are kept on file in order that the boys' political and economic interests may not remain wholly sectional. A course in library practice required of freshmen aims to arouse an appreciation of and love for good reading.

Indeterminate functions of a college library. J. F. Daniels. Lib. J. 32: 487-92. N. '07.

Juniata college library. J. B. Martin. Lib. J. 33: 184-5. My. '08.

Library and the university. A. T. Hadley. Clark Univ. Lib. Pub. 1: 60-4. Ap. '04.

Library and the university. C. W. Andrews. il. Univ. Chic. M. 2: 238-51. Jl. '10.

Library in relation to the university. C: H. Compton. Lib. J. 35: 494-503. N. '10.

The library is an institution for the education of the many. Whether a boy leaves school at the fifth grade, high school or university, his education is not complete. The library is the only institution in which he can continue his education and the public library is making every effort to afford him the facilities he needs. The college library, on the contrary, has been merely a follower, never a leader in library progress. One reason has been the slow recognition of the importance of the library in education. Fifty years ago college libraries were open only at certain hours during the week. In 1881 the United States Bureau of education advanced a new idea when it issued a bulletin entitled "College libraries as aids to instruction." Altho we have advanced far since that time, the college library still lags behind the public library. In the first place, it has seldom had adequate support. While the college as a whole has usually had to practice rigid economy, the appropriations for the library have never been in just proportion to the allotment for other purposes. In the second place, there is a lack of understanding as to the position of the college library. While it is related to all departments it should not be looked upon as a mere adjunct. It must be recognized as an individual department. "The library does have a very vital connection with the other departments, and the closer the relation the greater aid the library can give. But there must be one consistent policy of the whole library, and by the whole I mean all the books which the university owns. This library must be administered so that it may serve its function both to students and faculty. I hold that the function of a state university library is to serve faculty, students, and the people of the state." The faculty will use the library for two purposes, to enrich their instruction, and for research work. If a book is used by one professor only, its purchase will be justified if thru the reading of it he can bring to his class the best that modern scholarship has to offer in his field. Students use the library for two purposes, because they have to and because they want to. The amount of required reading in every course is increasing. Aside from this the library should encourage the students in general cultural reading. Thru mail orders and thru university extension work, state university libraries are beginning to meet the needs of the people of the state.

In the administration of college libraries, as in public libraries, the librarian should be given all the freedom possible. A faculty committee with advisory powers and a voice in the apportionment of funds to the various departments is desirable. The head of each department in consultation with his associate professors should select the books bearing on his line of work. All general reference books, general periodicals, and books of general culture should be selected by the librarian. The question of departmental libraries is still an unsettled one. Books bearing on law, medicine, engineering and the pure sciences may be separated, but those on sociology, history, political science, education and literature are so close-

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ly related that any attempt to separate them into departmental groups has proved a failure. It can only be done by many duplications. Departmental libraries when they exist should be under supervision and should be open the same number of hours as the general library. The question to be kept in mind by both faculty and librarian is that of usefulness. A book in demand by several departments would be of most value if kept in the general library. Students need all the practice they can get in the use of a general library. North Dakota has a course in bibliography required of all freshmen. Its main purpose is to familiarize students with the library. More work along this line is to be recommended.

Library in the university. A. T. Hadley.
Pub. Lib. 14: 115-7. Ap. '09.

The spirit of research was absent from the old time college library. The men of that generation browsed; they did not investigate. Research was carried on in the private libraries of the professors. "The last 20 years have witnessed a radical change in this respect. . . . An institution which does not give facilities for research to the younger instructors and the graduate students cannot attract either instructors or graduate students of the type that it wants. It is no longer a museum; it is an enormous group of laboratories, covering almost every conceivable subject of human interest. . . . One of our great dangers in the university today is that in our use of books as instruments of research we should forget their use as means of enjoyment. . . . We have got very far away from the old days when incipient geniuses browsed at will in the alcoves of the library. . . . We sacrifice much if in training specialists we cease to train cultivated gentleman of the old school; and one of the best characteristics of one of the cultivated gentlemen of the old school was his love of a kind of enjoyment which could be obtained only from the deliberate reading of books for purposes other than mere information."

Library needs for universities. G. S. Hall.
Clark Univ. Lib. Pub. 1: 67-9. Ap. '04.

Library of the university of North Carolina. L. R. Wilson. Lib. J. 34: 550-1. D. '09.

Library of University college, London. R. W. Chambers. Lib. Assn. Rec. 11: 350-8. Ag. '09.

Library policy from a university point of view. R. A. Rye. Librarian. 1: 3-8. Ag. '10.

"The library policy of those universities which consist of a single college should be one of comparative simplicity. To the best of their ability their endeavor to provide for the needs of undergraduate and post-graduate students alike in so far as this can be done by one library. In the case, however, of a scattered institution, such as the University of London with its sixty colleges and schools with recognized teachers, situated in widely distant quarters of the metropolis, it is an obvious impossibility for a single library alone to cater for all students. . . . In the first place there is the University library which should, in so far as London is concerned, be constituted to provide well-equipped special collections to promote research work, and to serve as a library from which 'external' students in all parts of the country can borrow the books they require for their studies. The research student needs a thorough equipment in special subjects, and must have at hand bibliographies, complete sets of the leading journals and of transactions of learned societies, as well as standard monographs and the like. In addition there should be attached to the University library a clear-

ing-house for the libraries of the widely scattered colleges and schools connected with the University of London. . . . Besides the University library, each college and institution should have its own library for the special use of its students and teachers. In the case of the larger collegiate libraries it would seem that the German system of seminars is the best for their purpose. The function of the 'seminar' library is to prepare the student for the use of the various research libraries of which London possesses several outside the sphere of the University that might well be put under contribution. But in the smaller schools connected with the University where the requirements are less extensive, a working library of text-books and a small reference section is probably all that is required."

Made-over library at the University of Michigan. Pub. Lib. 13: 8-9. Ja. '08.

Modern college library. J. H. Canfield.
Educa. 27: 129-35. N. '06.

The college librarian "must appreciate books and . . . be able to correctly value their relations to the work of instruction. . . . He must also be an organizer and an administrator, fertile in expedients, alert for opportunity, ready to take the initiative. . . . Such a man ought to receive recognition, in rank and tenure and pay, as a full professor and . . . he should have a seat in the faculty. . . . Assistant librarians should rank as assistant professors. . . . Catalogers and other members of a (large) staff . . . should rank with instructors and tutors." There is no more reason for having a faculty committee on library administration than for having such a committee for the department of Latin or biology, but the librarian should not ignore the faculty, he should constantly seek their counsel. The funds for the library should be apportioned thirty days before the end of the college year. "Salaries and contingent expenses should receive first care, next serials and continuations (to keep sets intact), and then the more general books of reference, dictionaries, encyclopedias, annuals. What remains should be devoted to the departments. . . . leaving the initiative of choice of books with them. . . . The librarian and his staff must always constitute . . . the shortest distance between two points, the reader and the book. This calls for experience and skill in classification and cataloging, in the convenient placing of books on the shelves, and in all manner of devices for keeping such close track of each book that at any moment a definite answer can be made immediately to an inquiry for any title. Books used for required reading should be out of reach of the students, carefully guarded, and loaned on a day-and-hour scheme—generally for use in the building only. All other books should be as conveniently accessible as possible, for the open shelf system has an almost infinitely large balance in its favor. Some provision should be made for evening work in the library, and there should be rare (if any) observance of either academic or legal holidays. . . . The modern college library is a workshop . . . It is the very heart of the college."

Modern teaching and the library. J. B. Wharey. Lib. J. 32: 153-4. Ap. '07.

President Harper writes "In the really modern institution the chief building is the library. It is the center of the institutional activity. . . . The days are coming when in addition to the library each group of closely related departments will have its separate departmental library. This will include the books in most common use, the maps and charts of special value. The student in the future will do little of his work in his study; he must be in the midst of books. No ordinary student can afford to own one book in a hundred of those which he may wish at any moment to consult. His work must be done where, without a moment's delay . . . he may place his hand upon

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that one of ten or twenty thousand books which he desires to see. Some of us will see the day when, in every division of study, there will be professors of bibliography and methodology, whose function it will be to teach men books and how to use them."

Necessary red tape. J. E. Goodwin. A. L. A. Bul. 5: 253-8. Jl. '11.

Of all the processes of library economy, classification is the one which in the college library gives rise to the most difference of opinion. "As soon as the librarian has made the classification to square up with the ideas of a particular man, he is almost sure to have placed it on a bias with the ideas of another." The solution as far as the professor is concerned is to insist that he make friends with the card catalog. "There is trouble between the classification and the mind of the professor before he appeals to the index at all, so when this guide points in an unexpected direction, he questions its accuracy. He is used to piloting himself about the stack and giving no special thought to the classification so long as he finds the books where he expects; ordinarily, he has no use for the catalog. Hence, it follows that a really excellent catalog and good classification are made to appear very unsatisfactory to him, because in the large proportion of cases in which he uses the catalog he gets unexpected results. . . . The work we do in changing records seems out of all proportion to what should be warranted; it takes more time to change the classification, cataloging and marking, than it does to accomplish the processes in the first place. Perhaps the conditions for necessity of change in the records arise because we are too often led to classify for a special or temporary purpose when the book might better be given a number it could hold for all time." The practice of classifying copies of the same book in different parts of the library is not commended. "The assistant who handles a book which carries a copy number at once knows that he should be able to locate at least one more copy when the second call for the book comes; but if he has handed out a book with no copy number on it, and practice allows the regular classification of books in more than one place, he must appeal to the catalog for a check upon his work, otherwise he cannot be sure of his ground. The general practice of placing all copies of the same work in one place in the classification thus simplifies the amount of pure memory work required of the library assistant, and gets the book into the hands of the student more quickly, while it places upon the users of the library who have access to the stack a greater part of this necessity of supplementing their own efforts in locating books with help from the catalog." A plan of department libraries, unless books can be duplicated to a great extent, may result in depleting the main library, leaving there only the antiquated works on certain subjects. Another source of annoyance is the professor who keeps just far enough ahead of his class to require all the available books on his subject for his own personal use. Another cause of friction is the recommending of books for outside reading by the professor who has not taken the trouble to check over his references with the resources of the library.

New York state library and the college and reference libraries of the state. J. I. Wyer, jr. N. Y. Libraries. 2: 188-92. Ja. '11.

Notes on this article are given under the heading State libraries.

On the college professor. L. M. Salmon. Lib. J. 36: 51-4. F. '11.

The author comes to the defence of college professors, who, so recent critics allege, "do not realize the value of their libraries; do not make adequate use of them; do not impress their students with the importance of skill in

using books." Vassar college offers its students systematic training in the use of the library. This training which is given in connection with a required course in European history begins with an illustrated lecture given at the beginning of each college year on the library and its use. The lecturer follows the development of the library from the time of the chained book to the present day of the open shelf. The ground floor plan of the college library is explained as a supplement to the information contained in a little pamphlet on the use of the library which is given to each student at the beginning of the year. The card catalog is explained in detail. The lantern slides show a series of 16 catalog cards, illustrating different features in the cataloging of works of history. A pamphlet, "Suggestions for the year's work," devotes one section to the library. This pamphlet is intended "to show the student how to get the most possible out of one class of books—histories; how to use these books with the greatest ease and facility; how to begin the formation of an historical library; how to judge of the value of histories; how to prepare bibliographies; and in a word, how to learn the use of the tools with which they are to work." These first lectures are only preparatory for all thru the course the students' work in the library is directed. "They have frequent individual conferences with their instructors who talk over with them the best ways of finding what they are looking for in books; they are given stated times for meeting their instructors in the library and looking over the book-shelves with them; they have had prepared for their use by their instructors in history a large number of classified bibliographies that are arranged in the tin boxes of the Library bureau and placed in the history alcoves,—these boxes supplement but do not duplicate the library catalog cards; they are required to hand in carefully prepared bibliographies with every written topic presented in history, and these bibliographies are talked over with the students individually and with the classes collectively; they are encouraged to read book reviews and to prepare occasional book reviews themselves. . . . The humble professor would also bid his kindly critics bear in mind that the library activities of any one department must be multiplied by those of every other department in the college if they are to appreciate fully the sum total of what is done for, by, and through the college student to acquaint him with the use of the tools he is to use not only during his college course but in all his after life."

Open shelves for university libraries. E. C. Richardson. Pub. Lib. 13: 241-3. Jl. '08; Same. A. L. A. Bul. 2: 323-7. S. '08.

Notes on this article are given under the heading Access to shelves.

Open shelves in a college library. W: I. Fletcher. Pub. Lib. 12: 213. Je. '07.

Notes on this article are given under the heading Access to shelves.

Organization and administration of the college library. L: R. Wilson. Lib. J. 36: 560-5. N. '11.

In general the college library is less efficiently organized than is the public library. It too often occupies a subordinate position and does not enjoy the independence of the public library. To put the college library on a firmer basis the college librarian should demand recognition as the administrator of a department and should owe responsibility directly to his chief and to him alone. It is advisable that the faculty have some part in the administration of the library. This part should be sharply defined and should be put in the hands of a representative committee which will work with the librarian. The first point to be considered under the head of organization is that of finance. The librarian must know at the beginning of the year that salaries and other

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necessary expenses will be met and that a definite sum is at his disposal for the different departments. Whatever system of book-keeping is used all bills paid out of this fund should originate with the librarian and should bear his signature before paid. "In general it would be far the better practice if he kept his books in such a way that he could know at any moment the expenditures made by any department or for any given purpose, and that the bursar merely paid the bill and charged it to the library account. In this way the bursar would have only one account to handle, and the librarian, who naturally is familiar with the expenditures for each department and for each purpose, would keep such records as are necessary to show in detail the various expenditures in their entirety." Recommendations for books for purchase should be handed in by the heads of departments and the librarian and library committee should work out the budget for the general library.

Another detail of organization worth noting is the necessity of keeping careful records in the order department. Ordinarily an alphabetical card list of all outstanding orders is sufficient, and not until books are cataloged, all entries made, and catalog cards placed in the cases, should the order slip be destroyed. As a rule the cataloging of a college library is a more difficult task than the cataloging of a general library. A knowledge of foreign language is essential for a classification in a college library; subject headings are of more importance, and the desires of different departmental heads must be met. From the point of view of administration, closed shelves are preferable in a college library. The student desire to "browse" may be met by freedom in the periodical room and by access to a shelf of new books, or to a general reading room of standard books. To certain seniors recommended by the professors, to graduates and to the faculty, free access to stacks may always be granted. At the loan desk a three card system is used where absolute completeness of record is desired. The call slips may be used as a record of daily issue; the book cards may be arranged in a tray as a shelf list of books out; and the call number may be placed on the borrower's card to show exactly what book he has out at the time. Books placed in seminar rooms so far as they are technical are not issued. Books in department libraries are under the supervision of the head of the department. While a regular attendant is desirable for department libraries, few college libraries have been able to provide them except in the cases of law and medicine.

The real strength of the college library lies in the influence it can exercise over the students. "I firmly believe that it lies with the librarian whether or not the student, when he goes out into life, is to be the possessor of a library conscience. By that I mean, whether or not there will be that in him which will cause him to note the absence or presence of a library in his community or of books in his own home. I hold it to be the duty of the college library to awaken this consciousness in him and so to cultivate it that it will give evidences of its power in his life in after years." Aside from this the library should equip him with skill in handling books and with a knowledge of the special books which will be of service to him in his after career.

Plan for the compilation of comparative university and college library statistics. J. T. Gerould. *Lib. J.* 31: 761-3. N. '06.

The librarian who is undertaking to build up a college library needs to convince the board of the proper place of the library in the institution, and of "the fact that money is necessary to establish and carry on the work. . . . Any academic argument in favor of a given plan is defective and pale as compared with a definite statement, reinforcing the argument that in this and that competing institution such and such things are done." Up to date statis-

tics from college libraries are not available. Mr. Gerould suggests a series of questions to be submitted to libraries, and that a committee be appointed to gather information by submitting such a series of questions.

Plea for the central library. J: Bascom. *Educ. R.* 38: 139-49. S. '09.

"College libraries are midway between those large collections which nourish the labors of a few and those popular collections which provide more for pleasure than for toll. The college library is intended to meet the wants of those who are being awakened to the magnitude of the world, and are anxious to find their way among facts which are still a confused medley. Direct and extended contact with books is becoming the universal college method, and promises ultimately to wear away the indifference, distaste, and ignorance which lie in the path of the beginner. . . . There is, however, one custom, growing up with this extended use of books, which tends to put upon it a new limitation, and to arrest it in its own direction. The library is broken up and divided into seminars, more or less remote from it, according to the topics and departments embraced in different courses of study. Thus philosophy, civics, art, and the various branches of science have each their own center of study, while the general collection loses both value and interest. There is closer contact with sources of instruction, but at the same time a much restricted field. This division of the main library has obvious advantages, but serious disadvantages. It gives apparent opportunities to the departments concerned, and a more cozy, comfortable, and companionable enjoyment of them. Those in charge of the instruction have the pleasure of magnifying it, and rendering its prosperity more visible. It multiplies divisions, excites emulation, and gains a show of independence. The students feel the force of this self-assertion and are drawn to the department and to the work assigned them. On the other hand, it weakens the general library and leaves on its shelves the books least current and of least obvious utility. It becomes a storehouse of odds and ends of volumes apparently out of date, while the living books and living interests have gathered at a half-dozen new centers. It occasions uncertainty as to where a book is to be found, makes the pursuit of it annoying, and prevents easy reference. Not only are the books of special quality to be had only at a given seminar, those of varied and wide-reaching contents wander off subject to conflicting claims. . . . These seminars are only another phase of that process by which college life is broken into shreds, beaten into felt, and used as a wrapping for a single pursuit. Colleges have improved in variety of studies, in thoroughness of instruction and in a close hold backward and forward, on the continuity of life. But this tendency can easily go too far, and has gone too far at more than one point. We owe much to contemplation, we owe much to manhood; we need to put forth our best and most habitual efforts in the direction of assured strength and integrity. . . . The general library, our medium of contact with the intellectual life about us and before us, must lie open to the eye, familiar to the thoughts, and stand out in odd moments and in accidental ways as the monitor of an existence never idle, never silent, always waiting like spring for those single drops that come to it, far and near. It is an irretrievable loss to shut down prematurely this quiet flow of knowledge; long, long before the presence of the unknown in its vastness, its interlock, its pushing power, has been recognized by us. . . . When our first demand is everywhere and always for sober and sufficient thought, we are in error in breaking up the one assemblage of human interests which finds expression in a large library, and parceling it out between separate helms. This is dividing up an estate which owed its chief influence to the union of its parts. Our individualism is extreme. What we now need both to sustain and to control it is a sense of

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union in the output of our lives, a sense of their constant return upon themselves. What a man is, he is by and toward his fellow men, and this fellowship is the medium of his existence. Participation in knowledge is the condition of its enlargement, and as we cease to partake in wisdom we shall cease to bestow it."

Possibilities of a college library. H. Lindley. *Earlham Coll. Bul.* 5: 21-8. N. '07.

Princeton preceptorial system and the university library. V. L. Collins. *Lib. J.* 31: 163-5. Ap. '06.

Principles governing the selection of a reference collection in a university library. W. Austen. *A. L. A. Bul.* 3: 375-8. S. '09.

Notes on this subject are given under the heading Reference books.

Problems of a college library. A. V. Babine. *Pub. Lib.* 13: 340-2. N. '08.

A college library should have, first of all, a building adapted to its purpose, near the other college buildings and removed from any noises that may distract attention. Next it should have a convenient and comfortable reading room where professors and students may consult reference books and prepare their lessons. It should also have seminar rooms where those books needed by professors and advanced students for their special line of study may be found. A dictionary catalog which fully represents the contents of the stacks is essential. "The staff of a college library must possess among and above others, one important qualification—familiarity with foreign languages. The character of the books that come to a college library makes this qualification necessary." The "library ought to be, to a good extent, a library school, especially for the prospective teachers, some of whom may have to take charge of school libraries and to regret their unfamiliarity even with the elements of the library management. . . . A college library ought not to refuse to give instruction in practical accessioning, classifying, cataloging and other details of library work."

Reference work at the University of Illinois. *Pub. Lib.* 12: 225-6. Je. '07.

Notes on this article are given under the heading Reference work.

Reference work in colleges. H. R. Mead. *Lib. J.* 30: 284. My. '05.

Notes on this article are given under the heading Reference work.

Reference work in public and in college libraries. W. B. Briggs. *Lib. J.* 32: 492-5. N. '07.

Notes on this article are given under the heading Reference work.

Relation of the college library to the local community. W. I. Fletcher. *A. L. A. Bul.* 4: 767-9. S. '10.

"Ownership is trusteeship" is the statement of a new doctrine of wealth that has been formulated in our own day. This refers not only to the possession of great personal riches but to resources of any kind in the possession of institutions. "Recognizing the potential value of what is in our college libraries, not only for the furtherance of the college work, but for the help and uplifting of the community about us, we may well seek for means of establishing such relations as will put these resources in the way of as complete exploitation as possible." Aside from cooperation with the public library, the college library's best means of influence in the community is thru the pub-

lic school. "The college library can find no field of usefulness, outside of the direct work of the college, more promising and fruitful than is offered by the teachers in the schools. The small town library may contain some books of special value to teachers but the ample collections in the college library, and the scholarly atmosphere which prevails there, should make it a place to which the teachers, especially in the high school, would constantly resort." Inquiries sent to about fifty college libraries brought replies which show that the practice of encouraging teachers to use the library's resources is very general. Only the larger libraries can loan books freely but in others teachers are made welcome for reference work. "When we consider the vital importance to the colleges of any thing that can be done to improve the quality of secondary instruction, we can but be convinced that such help as can be given along this line is not only a public benefit, but also has its direct reaction on the college itself." Another avenue of influence is found in the many study clubs. The work done by such clubs may seem superficial, but remembering that any movement of the kind will react on the community, the college may well encourage it. Few college libraries can open their doors to the public generally but those individuals who are really bookish and who know how to make good use of a library should be welcomed.

Relation of the college library to the public. W. K. Jewett. *A. L. A. Bul.* 4: 762-5. S. '10.

The word "public" as used here includes all persons not connected with the college. "Colleges and universities are chartered by the state for public purposes, and the powers conferred on them by charter are to be used for the benefit of the public and not for private or commercial ends. . . . It is a matter of opinion how far it is expedient for the institution to go in the direction of tendering its facilities to those not enrolled in its membership. Undoubtedly its first duty is toward the members of the college, and expediency must determine in each individual case what can be done for the public without interfering with the rights of those to whom the college primarily ministers." The college library is better able to serve outsiders than are the other departments. Such service is usually performed thru cooperation with the public library and by means of the inter-library loan. The most complete co-operation yet contemplated is that provided for by an Iowa law which permits colleges and towns to undertake the joint maintenance of a library. In the one instance in which this plan has been put into effect it seems to be not wholly satisfactory. College libraries sometimes exercise the function of a public library during vacations. Williams college, located in the Berkshire hills, throws open its library to summer visitors. The University of California library rendered valuable assistance after the earthquake and fire which destroyed the San Francisco libraries, by opening its law and engineering collections for the use of professional men. Libraries should be open for such use at all times. A state university library which depends for support on the good will of the voter will benefit in a material way thru cooperation with professional and business men. College libraries located in small towns have found opportunities of helping local booksellers and public librarians in the matter of book selection. The university library may serve the public and the library and literary world generally by the publication of bibliographies. This may be its most permanent contribution to public welfare.

Relation of the college library to the student. W. N. Carlton. *Educ. R.* 33: 202-6. F. '07.

The college library should supplement the instruction given in the class-room and labora-

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tory, should extend and reinforce the knowledge of the use of books as tools and should make students "acquainted with the best that has been thought and done in the world." Of late years there has been a marked change in the method of instruction in colleges and students are asked to do "A considerable amount of supplementary, additional, or independent study and reading. . . . In the room or rooms where undergraduates do their work library machinery and red-tape should rarely be visible, always at a minimum, and if possible, non-existent. The library should place its material in the hands of the student without trouble or inconvenience to him. Classification and other details of book arrangement or administration ought everywhere to be subordinate to making the use of the books easy and even attractive to the student reader. The library officials should be competent to assist him to use or to search for his material up to the point where the expert aid of the specialist instructor may fairly be called in. Instead of referring the average student to that wonderful mystery, the card catalog, the assistants should always, within reasonable limits of course, be the catalog for him."

Relation of the experiment station library to the college library. C: R. Green. A. L. A. Bul. 4: 791-3. S. '10.

Notes on this article are given under the heading Agricultural libraries.

Relation of the state university library to the other libraries of the state. P. L. Windsor. A. L. A. Bul. 4: 765-7. S. '10; Excerpts. Pub. Lib. 15: 348-9. O. '10.

Inter-library loans offer the first means of cooperation between one college library and another, and between college and public libraries. To supplement the needs of a local library boxes of books, lantern slides, and pictures are loaned for limited periods. There is no reason why material of this kind should not be sent out thru the state, as the university is often better equipped for such work than the state library or library commission can be. In the maintaining of library training schools the university can render valuable service as the introduction of such training courses falls so naturally within the scope of a university's activities. The superior bibliographical skill of the university library staff should always be at the command of smaller librarians. General reference questions should be answered willingly and gladly. In the distribution of its own publications a university should give first thought to the needs of libraries of its own state. In addition to these specific forms of service it is assumed that the university library will actively support all movements for library betterment within the state.

Report of the A. L. A. committee on coordination of college libraries, 1910. W: C. Lane. A. L. A. Bul. 4: 656-60. S. '10.

Report on college and university library statistics. A. L. A. Bul. 1: 261-6. Jl. '07.

Rules of the Bodleian. Lector. Nation. 89: 510. N. 25, '09.

The Staff-kalendar, published annually, and put in the hands of every employee of the library specifies the date on which certain rooms are to be swept, certain chimneys cleaned, certain clocks set. Patrons lighting matches in the building are immediately deprived of access to the building.

Some new fields of library activity. L: N. Wilson. Pub. Lib. 16: 183-8. My. '11.

Special students' reference room. J. H. Canfield. Pub. Lib. 12: 217-8. Je. '07.

Columbia university has inaugurated a special reference room for students with about 5000 volumes on the shelves. These books have been "carefully selected with a view to their direct bearing upon the work of undergraduates in the college." Back of a small loan desk are about 1000 volumes—books for required reading which are given out on a day-and-hour scheme. The library is not open evenings and books are loaned over night. The former head reference librarian is in charge of the undertaking and gives his entire time to the assistance of students and the general administration of the room. The first month's reports are very encouraging.

Statements from college librarians, who, while not having Sunday opening, favor it. A. L. A. Bul. 1: 266-7. Jl. '07.

Stimulation of general reading in the college library. I. G. Mudge. Lib. J. 31: 764-8. N. '06.

In college the tendency is to do little reading except that prescribed in connection with some definite course of study. As a result a student may be very well read in a few subjects and be utterly ignorant of other literature. "Foremost among all means of encouraging general reading must be ranked the addition to the library staff of a capable and enthusiastic reference librarian. If the reference librarian has himself the instinct for books the library has taken the first and longest step in advance. . . . Of great importance in its effect upon the amount and character of the students' general reading is the method of expending the book fund for general literature and the smaller the amount which is available the more important the question becomes." At Bryn Mawr the general fund is spent on a few subjects of importance at a time. The subjects chosen are outside the fields of the different college departments. Among such subjects have been Russian novelists, lives of Lincoln, musical history and modern drama. Sometimes when a lecturer of distinction comes to the college copies of his own works are purchased. "Students, particularly in colleges which have dormitory systems, talk over their reading a great deal, and where one member of a set has become especially interested in books on a certain subject his friends not infrequently imitate him and read the same books." Many students like to examine second-hand catalogs and the most reliable of these are displayed for their use. Often purchases are made from them. A display of the new books cataloged the week before encourages the use of new books, and brings a variety of reading to the attention of the students. Such a display is far better than simply posting lists of new books.

Student assistants in college libraries. L. R. Gibbs. A. L. A. Bul. 4: 769-73. S. '10.

Notes on this article are given under the heading Librarians and assistants.

Student circulation in a university library. T. W. Koch. Lib. J. 31: 758-61. N. '06.

During the years 1856 to 1906 students could take no books away from the library of the University of Michigan. Until a few years ago students there had free access to nothing but a few encyclopedias and a few books for collateral reading. Even the current magazines had to be called for by slips. In 1896 President Angell urged the regents to set apart some books for student circulation, but nothing was done. "As a result of the non-existence of a reference library with open shelves, the denial to students of circulation privileges, the barring of students from the periodical room, there was a congestion at our delivery desk which caused considerable complaint and

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formed one of the most pressing problems in the reorganization of the reading room service." As a remedy 6000 volumes were placed on open shelves around the walls of the reading room and the periodical room was opened to students. Newspapers which had hitherto been kept in the librarian's office were placed where the public had access to them, and at last in 1906 circulation of books among the students was granted. This necessitates to some extent the purchase of duplicate copies of certain books but "why should not the university library buy extra copies of standard works just as the laboratories duplicate certain apparatus for the use of students? A university library has other functions than merely rolling up its sum total of volumes from year to year. If it is to take its proper place in the educational work of the institution, it must not regard as wasted the money spent for an occasional duplicate of a work needed for the reference shelves or for circulation. It must consider the needs of the teacher and of the undergraduate as well as the claims of the original investigator and advanced student." Loaning books to the students has cost "next to nothing in the way of additional service at the desk" and "has not interfered with the use of the library by the faculty."

Student service in Ohio state university.

O. Jones. Pub. Lib. 12: 227. Je. '07.

Complaint is often made about boys as pages in college libraries. The Ohio state university finds student help very satisfactory. Students take a genuine interest in the work and often beginning early in their college course they remain with the library until graduation.

Treasure room in Harvard university library.

H. A. Bruce. Outlook. 93: 711-21. N. 27, '09.

A room has been set apart for books exceptionally prized because of age, rarity or personal associations. Manuscripts, incunabula, first editions, files of rare magazines are among the treasures.

Treatment of reserved books. W. K. Jewett. Lib. J. 35: 115-6. Mr. '10.

Trinity college (North Carolina) library.

J. P. Breedlove. il. N. C. Lib. Bul. 1: 76-8. Je. '11.

University libraries. Pub. Lib. 15: 420-1.

D. '10.

"As a general thing, university life fosters the literary spirit of the one who shows extraordinary skill in the field of letters, but for the rank and file of students there is so little done to cultivate an appreciation of books other than as tools for the moment, that university libraries are as mere piles of accumulated rubbish to the majority of students. The faculty itself regards the library as a sort of toolshop. . . . The library is whatsoever the librarian is. If the latter is alive, energetic, well versed in literature, art, science, questions of the times, open to suggestion, catholic in spirit, the library comes somewhere near fulfilling the real object of its existence, despite a board of fossils or uninformed regents. If the librarian is dull, slow, pedantic in opinion, steeped in one subject to the exclusion of all others, narrow in outlook on life, people, progress and his profession, then—well, the result is all around us."

University libraries of Virginia, the Carolinas and Georgia. I.: R. Wilson. A. L. A. Bul. 1: 266-70. Jl. '07.

University library. Cambridge. T.: W. Huck. Lib. World. 13: 257-66. Mr. '11.

University of Michigan. Annual report of the librarian for 1905-1906. (Univ. bul. n.s. vol. 8, no. 10.) O. 76p. '07. Univ. of Michigan, Ann Arbor.

The report gives an excellent summary of the work of a college library in its various departments.

Uses of government documents in the university library. L. Amorse. Lib. J. 30: C86-91. S. '05.

Notes on this article are given under the heading Public documents.

Colleges and libraries. See Libraries and colleges.

Commercial libraries. See Special libraries.

Commission bulletins. See Bulletins.

Commission plan of government and libraries.

Effect of the commission plan of city government on public libraries. A. S. Tyler. A. L. A. Bul. 5: 98-103. Jl. '11; Same. Lib. J. 36: 328-33. Jl. '11; Excerpt. Pub. Lib. 16: 281-4. Jl. '11.

With a view to securing definite information concerning the effect of the commission plan of government on the welfare of the public library, questions were sent to about fifty libraries in cities where the plan has been adopted. Replies received are so diverse in substance that generalizations have been impossible. In fact the plan has been in operation so short a time that any summing up of results is as yet impossible. The Massachusetts cities which have adopted a modified form of the commission plan report that the library situation has been but little affected. In Texas, where the first commission plan law was enacted, the libraries are under the control of boards elected by the commission and are reported to be quite free from political interference. In Dallas the library maintenance fund is now more than double the amount appropriated before the new plan went into effect. The librarians of Eau Claire, Wis., and Mankato, Minn., have faith in the new plan and, altho it has been on trial but a short time in both cities, believe that it promises well for the library. In Tacoma, Wash., the library is said to have been saved from disaster by the recall feature of the new system, the deposed mayor having made appointments for political reasons. In Iowa, where the libraries of seven cities are affected, there is an indefiniteness about the law in the matter of the number of trustees and their powers which is causing confusion in library administration. In the matter of the civil service feature of the plan, the consensus of opinion seems to be unfavorable, altho a few librarians express emphatic approval, believing there must be a choice between civil service and the spoils system. In some states the library is not under municipal control but is under the direction of the board of education. "This leads to the consideration of a vital point in connection with any discussion of the municipal control of libraries, and that is the recognition of the educational function of the library. The fact that the public library is unlike any other of the cities activities, such as parks, streets, police department, etc., has led in most states to the provision for a board of library trustees with separate functions, powers, responsibilities and funds, this being necessary because the requirements for the management of such an institution are as much out of the ordinary as that of the public schools with a separate board. . . . When we come to examine the commission plan of government we find that there seems to be no definite recognition of the educational functions of the municipality, and

Commission plan of government—Cont.

hence an uncertainty as to the exact place of the library in the general scheme; this seems to be the problem that now confronts the public libraries where this plan is likely to be adopted." From the information obtained it seems evident that most of the states recognize the special function of the library only in an indefinite way by providing for a board of trustees to be elected by the commission. "It is of vital interest to librarians, in view of the popularity of the commission plan and the likelihood of its more extended adoption, that we give consideration in a constructive way, to the securing of a more comprehensive recognition and classification of the public library as an educational factor in this new scheme of city government."

Library boards under the commission plan of city government. F. F. Dawley. Ia. Lib. Q. 6: 150-2. Ap. '11.

Certain provisions in the law creating the commission plan of government have raised questions as to its effect upon library administration. Under the general library law of Iowa, the library board consists of nine members and has exclusive control of library funds. The questions to which the adoption of the new plan of government gives rise are: Does the new commission law reduce the number to three? And does it give the city council the power to direct the management of the library? The commission law provides that all laws not inconsistent with the provisions of the new act shall continue to apply to cities which adopt the commission plan. In the matter of library trustees, the new law provides that the council shall at its first meeting appoint, among other specified officers, "three library trustees." In Des Moines this has been interpreted to mean that the board shall consist of only three members; Cedar Rapids, on first adopting the plan, held the same view, but has since reversed its decision. Keokuk also holds that the board must still consist of nine members. This decision is based upon the fact that the terms of three members of the board expire every three years. The council, then, is only required to appoint three members to fill the vacancies and the board itself continues as of old with nine members. The section relating to the power of trustees is to the effect that "the council shall possess and exercise all executive, legislative and judicial powers and duties now had and exercised by the board of public works, park commissioners, water works trustees, and board of library trustees, in all cities wherever such boards now exist or may be hereafter created." This has been taken to mean that the details of library management must come under the direction of the council. As it would be absurd to expect that the council could conduct in person all the business of all the city's executive offices, a liberal interpretation of this section seems to show it to be "merely a declaration that the ultimate authority as to such offices is vested in the council, thru its power of appointment, and that the council is the ultimate source of authority, but that the power of the officers is to be exercised in accordance with all statutes which are not inconsistent with the new provisions." This ambiguity should be removed by an amendment. In the writer's opinion the law should be so changed that the library board would be as independent of the council as the school board is.

Commissions. See **Library commissions.**

Concilium bibliographicum.

Cooperation in scientific bibliography. C. A. Kofoid. Science, n.s. 27: 543-5. Ap. 3. '08.

"It is the work of the Concilium to examine the scientific periodical literature of the world, and also that which appears in reports, memoirs, bulletins of irregular and discontinuous publications as well as the formal volumes of the regular book trade, and prepare accurate

bibliographical lists of the same. The Concilium issues at present a series of bibliographical cards in zoology and another in physiology. The cards in zoology cover also the fields of general biology, microscopy, paleontology and anatomy. . . . The Concilium examines all the literature which it lists in its bibliographies and depends in part for the completeness of its work upon the cooperation of authors, editors and publishers who send their work or publications to its office at Zurich. The Concilium has no funds for the purchase of periodicals or books for this purpose of bibliographical record."

Work of the Concilium bibliographicum of Zurich. A. L. Voge. Pub. Lib. 13: 42-3. F. '08.

The Concilium bibliographicum was founded by the International congress of zoology in 1896 and subsidized by Switzerland, Zurich and other benefactors. For the first five years its expenditures exceeded its receipts but now the opposite is true. It publishes reference cards in "zoology, paleontology, animal biology, microscopy, anatomy and physiology," and in addition edits and prints the *Bibliographica zoologica* and the *Bibliographica physiologica*. It is to be housed this year in its own building, and already has fourteen people on its staff.

Conferences. See **Library associations and clubs.**

Consumption and libraries. See **Contagion.**

Contagion.

See also **Disinfection.**

Can books carry infection? G. E. Bentzen. For Folke-og Barneboksamlinger. 5: 5-7. F. '11.

Contagion in books. Pub. Lib. 16: 380. N. '11.

Contagious diseases and the public library. N. Y. Libraries. 1: 144-5. O. '08.

A number of libraries observe "the following rule: Arrangement is made with the health officer to notify the library immediately on the appearance of any contagious disease in a household. The loan of books to such a household is stopped until notice is received that all danger is passed. All books which have been in homes where any contagion is reported are either destroyed or thoroughly disinfected. In some cases the work of destroying or disinfecting is done by the health officers; in others by the librarian. With various slight modifications the procedure thus outlined is followed now by practically all public libraries. An additional precaution observed by many is to send notice immediately to any home where contagion is reported, ordering that no books be returned till further notice and stating that all fines will be remitted for books thus retained."

Public libraries and tuberculosis. C. Marvin. Pub. Lib. 11: 433-4. O. '06.

Librarians have a duty to perform in preventing the spread of tuberculosis. A few rules should be made in regard to reading room and home use of books and these rules should be enforced. The public library is a great blessing to tuberculosis readers but they should consent to washing their hands after coming to the library and to using a suitable sputum cup. The danger lies in turning the leaves with moist fingers as germs are frequently found on the finger tips. Books should be disinfected after having been used at the homes of consumptives. Librarians should not be indifferent on the subject of contagion and disinfection.

Conventions of librarians. See **Library associations and clubs.**

Conveyors.

Electro-pneumatic conveyor system for libraries. *Sci. Am.* 102: 135. F. 5, '10.

Cooperation.

See also Clearing houses; Cooperative information bureaus; Duplicates; Libraries and schools; Loans, Inter-library.

Acme of co-operation. W. P. Cutter. *Pub. Lib.* 13: 217-8. Je. '08.

Notes on this article are given under the heading Book buying.

Address to the Wisconsin library school class of 1909. C. W. Andrews. *Wis. Lib. Bul.* 5: 37-45. My. '09.

Affiliation. A. E. Bostwick. *Pub. Lib.* 15: 64-6. F. '10.

Cataloging bureau for public libraries; symposium. *Library.* n.s. 6: 86-93. Ja. '05.

Cooperation is desirable because of the shocking waste of time and energy expended on the production of catalogs at present.

Central bureau of information and lending collection for university libraries. W. C. Lane. *A. L. A. Bul.* 3: 380-3. S. '09.

Central bureau of information and loan collection for college libraries. W. C. Lane. *Lib. J.* 33: 429-33. N. '08.

Notes on this article are given under the heading Loans, Inter-library.

Cooperation. *Pub. Lib.* 16: 16-7. Ja. '11.

The business methods that are in the commercial world should penetrate to the libraries which are issuing lists on identical subjects, and state library commissions that publish lists and tracts that are already in print. Nothing is gained by such duplication.

Cooperation among Providence libraries. W. E. Foster. *A. L. A. Bul.* 3: 157-8. S. '09.

Cooperation and the state library. J. I. Wyer. *A. L. A. Bul.* 3: 158-9. S. '09.

The state library center, in order to effectively cooperate and coordinate the various forms of library activity, should have the field to itself. Legislators should centralize the various agencies.

Co-operation between scientific libraries. F. A. Bather. *Nature.* 73: 413. Mr. 1, '06.

"If only money could be pooled, and the purchases distributed according to some pre-arranged scheme among the various libraries; and if a joint catalog were prepared, and kept up from month to month, showing not only the titles of books, periodicals and papers, but the libraries in which they were to be found, then weary searching and fruitless wandering would no longer be the lot of the conscientious student. Even as things are, without so radical a reform as a redistribution of income, I feel sure that a conference of librarians, bent rather on furthering the interests of the reader than the pride of their own institutions, and armed with the necessary powers for co-operation, would soon lift London libraries out of the hopeless muddle that we now have to struggle with."

Co-operation between scientific libraries. *Nature.* 73: 438-9. Mr. 8, '06.

There are more than 1400 serials in London scientific libraries. A complete list of these with the libraries where they may be found would be of great advantage.

Co-operation between special libraries. H. O. Brigham. *Lib. J.* 35: 12-4. Ja.; Same. *Special Libraries.* 1: 6-7. Ja. '10.

Coöperation in bibliographical research. E. F. McPike. *Dial.* 38: 226. Ap. 1, '05.

Cooperation in scientific bibliography. C. A. Kofoid. *Science*, n.s. 27: 543-5. Ap. 3, '08.

Notes on this article are given under the heading Concilium bibliographicum.

Cooperation in the distribution of duplicates. H. Putnam. *A. L. A. Bul.* 3: 161-2. S. '09.

The Library of congress has difficulty in distributing its many duplicates. State, historical or public libraries might be induced to undertake the work of distribution, acting in cooperation with the Library of congress and other libraries.

Co-operation of the state libraries and the Library of congress in the preparation of reference lists. H. H. B. Meyer. *A. L. A. Bul.* 4: 713-5. S. '10; Same. *Special Lib.* 1: 60-2. O. '10.

Co-operative cataloging. *Lib. Work.* 2: 1-2. Ap.; Same. *Lib. J.* 33: 232-3. Je. '08.

Cooperative cataloging. H. Nyhuus. *For Folke-og Barneboksamlinger.* 5: 7-13. F. '11.

Cooperative schemes for libraries in the London area. L. Inkster. *Lib. Assn. Rec.* 11: 8-12. Ja.; E. A. Baker. *Lib. Assn. Rec.* 11: 12-6. Ja. '09.

Eventually, the municipal libraries of London should be administered by a central authority. Meanwhile, by agreement among existing authorities the present usefulness of the libraries might be extended; by making borrowers' tickets interchangeable throughout the county, by arranging for mutual loans of books from one library to another, by establishing "a central library containing what may be called a supplemental collection of books which possess exceptional value but are not sufficiently popular to justify their inclusion in the stock of each individual library," by paying "more attention to the development of special collections in the existing reference libraries, due care being taken to prevent reduplication and overlapping, by co-operative action in the purchase of books and other important undertakings, by uniformity in the rules and regulations of all libraries, by common regulations for entrance examinations for assistants when staff appointments are being made."

Cooperatively printed catalog. H. W. Wilson. *Bibliog. Soc. of Am. Proc. and Papers.* 3: 29-42. '08; Same *Lib. Work.* 2: 143-7. O. '08.

Notes on this article are given under the heading Catalogs, Printed.

Co-ordination, or method in co-operation. C. H. Gould. *Lib. J.* 34: 335-40. Ag. '09; Same. *A. L. A. Bul.* 3: 122-8. S. '09.

Now that organization within libraries is complete, it is appropriate to consider organization or co-ordination among libraries; "a single

Cooperation—Continued.

comprehensive organization in which each member shall have its own definite part to play, yet will also stand in distinct and mutually helpful relations to all the other members, acknowledging, each one, that it owes a duty to the body, altho preserving complete freedom as to its own individual management and interests. In it the libraries of the country would stand not as independent units, but as inter-dependent partners." This phase of co-ordination is concerned chiefly with the supply and distribution of books. The co-operative undertakings of the libraries of Chicago, and of Providence, the experiments in European countries and the nascent county library movement all verge toward what may be called regional co-ordination. At present, inter-library loans are effected chiefly between the larger libraries and are limited to material needed for serious study. Since not all people are addicted to serious study any system of co-ordination which may be devised should include "provision for widening the scope of inter-library loans until they include other than scholarly works. . . . That which concerns us at present, however, is the isolation of the smaller libraries, notwithstanding their proximity to each other and, sometimes, to leading institutions. Despite their slender stock of books they must rely mainly on themselves. They borrow rarely, and their facilities for doing so, always inferior, often seem to be practically nil. It may be urged that a rural library does not need very many books. True, other things being equal, a small community will need fewer books than a large community. On the other hand, the fewer books a library controls, the greater the probability of its needing others which it does not possess. Clearly, then, any 'system of libraries' must reach out to, and include the small libraries of the country; nothing could justly be called a system that failed to take account of these." Small libraries have little to gain from borrowing from each other, and medium sized libraries are in little better case. From the suggestions of storage houses for "dead" books and library clearing houses for the exchange of duplicates comes the reservoir idea. "Might it not then be feasible to provide a certain number of book reservoirs to which all the libraries of a particular district or locality could turn in time of need? These reservoirs, existing for the express purpose of serving other libraries, might have great latitude in the matter of lending, while at the same time they might combine the function of a storage warehouse and clearing-house with other services as yet hardly spoken of. Let us proceed on the hypothesis that it is feasible, and suppose that the entire continent has been laid off into a few such districts or regions, and that in each region there has been established a great reservoir—let us call it a regional library—placed at a central point which has been selected after a careful study of the region, its lines of communication, distribution and character of its population, the size and location of its other libraries, with the kind and number of books these already possess. The regional library may have been developed from an existing library (of course with the latter's consent and co-operation), or even from a group of libraries or it may have been established *de novo*, examination having shown the necessity for it. The first act of the regional libraries would naturally be to get into closest relations with all other libraries of the region. They would acquaint these latter as fully as possible with the nature of the regional collections, invite the freest application for books or for suggestive lists, and would ask to be supplied with a description of the collections of their neighbors, including mention of any especially valuable works or unusual books, journals or periodicals each might possess, as well as the kind of books chiefly in demand by their readers. All this information would be filed. If these two things were done, even roughly, thruout the various regions, there would result at comparatively slight exertion a

sort of inventory of the library resources and reading tastes of the country, apart from the great centers. This is something that would be very difficult to obtain by other means. Having made the acquaintance of their more immediate neighbors, the next step would be to get into touch with the national library and other great libraries thruout the country—very particularly the other regional libraries—to learn at least the strong points of the collections of each, and arrange for reciprocal exchange. It would be neither practicable nor necessary for each of these libraries to keep the catalogs of all the others. Lists of accessions, finding lists and a quarterly bulletin issued by each library, containing its classification and the number of volumes under each heading, would exhibit individual resources with considerable accuracy, and afford a ready means of judging which of several libraries was richest in a given subject, thus indicating the one to which application should be made for particular books. Knowing each others' strong and weak points, knowing, too, their own regions, and having a general acquaintance with the collections of the other great libraries, they would practically have the literary resources of the country at their disposal. The librarians of a region would soon get in the way of applying to their own regional library for information or for whatever books they might want. The books would either be supplied from stock, or borrowed at the nearest point and forwarded. Affiliated libraries would insensibly be drawn together, and towards the central library, and could not fail to merge into a system, altho this 'merger' would be purely the result of voluntary association. The smaller libraries would know that they had behind them the entire resources of the region—and many a one which now feels itself isolated, would be not merely strengthened but inspired by this thought." Regional libraries would establish branches or stations at points unprovided with libraries, using all the most approved means of distribution, from traveling libraries to book wagons. Each reservoir library would specialize in the literature bearing on its own territory, or would know where such literature could be found. They would become the reference libraries for their districts, equipped with facilities for conducting correspondence research. Except for annual contributions from affiliated libraries, regional libraries would have to rely on endowment. An annual income of \$150,000 would maintain one such library.

Essentials of co-operative cataloging. E. Crawford. Pub. Lib. 13: 201-6. Je. '08.

"The A. L. A. has a rich field all its own in recommending books for public libraries, securing adequate legislation for the distribution of those books, the best advice on the housing of books, and the most efficient methods of caring for and utilizing the contents of these books." It would do well in addition to these activities if it employed a regular editor of cataloging whose business it would be "to keep abreast of new subjects and the crystallizations in their terminology as well as changes and enlargements in old subjects. . . . In addition the editor would make it his business to catalog all books recommended in the Booklist and such others as a sufficient number of cooperating public libraries could agree upon up to the limit of what could be done in the space of a reasonable day's work. This manuscript would serve as copy for the Library of congress to use in a separate issue of cards. For these a previously guaranteed list of subscribers would be secured to cover expenses of printing, storage and distribution."

Future of the catalogue. H. Barlow. Lib. Asst. 5: 239-43. Mr. '07.

"If the public library as regards its accessions for the next few centuries is going to keep step with this prolific outpouring of literature, a problem more difficult than that which confronts us in the proportionate cataloging of these accessions cannot be conceived.

Cooperation—Continued.

... Co-operation will perhaps be the only solution to the difficulty—co-operation, not only among libraries and librarians, but also among publishers and authors." This co-operative cataloging might be undertaken by the Library association and its headquarters located at the British museum. The staff will consist of catalogers and book selectors and only the most capable men will be employed. "The book selectors will choose from among the new productions those books which are deemed most suitable for public library purposes; and of the books thus chosen, monthly lists will be sent to every library in the country for the guidance of librarians and committees in purchasing new additions. While the monthly list is being prepared by the selectors, the publications thus selected will pass into the hands of catalogers, and when these have been cataloged, full catalog entries will be printed on special slips ready for distribution to the libraries which apply for them." Annotation is the most important branch of cataloging and it must be done by persons who have a good knowledge of the subject treated. "The degree of excellence of annotation depends upon the qualifications of the annotator, and no single man possesses the qualifications necessary to enable him to annotate on every subject. . . . It is my firm conviction that co-operative cataloging will be the cataloging of the future—certainly the remote future. Why not the near future—our own generation? . . . The catalog of the future will be made on these principles of co-operation. The day will be when librarians and committees must perforce run public libraries on more economic lines; and as time rolls on, and the public library movement becomes more marked, there will be a manifestation of public interest of a more practical nature. A series of reforms will be the result, and one of these reforms will be the cataloging system."

How shall co-operation between townships and public libraries be secured?

C. J. A. Ericson. Ia. Lib. Q. 6: 64. O. '09.

Inter-library loans. W: W. Bishop. Lib. J. 34: 527-32. D. '09.

Notes on this article are given under the heading Loans, Inter-library.

Librarian and library machinery. (One paragraph) N. Y. Libraries. 1: 67. Ap. '08.

"Improved machinery and cooperative efforts mean, not the suppression of the librarian, but his liberation from the dull routine of mechanical duties and the setting him free to do his true work. Every aid in cataloging, classifying, book selecting, and planning of buildings that is supplied by cooperative efforts means just so much time and energy saved to the librarian for realizing his individuality or personality, and it is in fact because of this, rather than because of the peculiar excellence of machine methods, that the modern library movement has won its great successes."

Picture exchange for small libraries. M. Palmer. Neb. Lib. Bul. No. 3: 1-3. N. '06.

Notes on this article are given under the heading Pictures.

Printing of catalog cards: cooperation and coordination throughout American libraries. Lib. J. 36: 541-2. N. '11.

Recent developments of library cooperation. E. A. Baker. bibliog. Lib. As-n. Rec. 10: 660-77. D. '08.

The schools in England are knit together in an organic system, but public libraries are isolated establishments working by as many dif-

ferent methods and systems as there are distinct authorities. The most serviceable kind of cooperation entered into so far is the Library association. The annual Best books list should be enlarged until a guide is published that will compare with the A. L. A. catalog of 8,000 volumes. In the United States the Library of congress catalogs each book once for all and other libraries subscribe for the catalog cards. Such a scheme would be a vast economic saving to English libraries. Bibliographical cooperation is exceedingly desirable. Libraries should give homes to educational bodies, institutes, and associations and should cooperate in the university extension movement. Libraries in large cities, as in London for example, should coordinate and work together. Cooperative library exhibitions have proved very successful.

Regional libraries. C: H. Gould. Lib. J. 33: 218-9. Je. '08.

"There is a rather striking analogy on this continent between the development of the school and of the public library. Since the school came first its growth has gone further than that of the library. . . . There now exist in the country, district schools and village libraries, academies and town libraries, colleges and great city libraries. Where is the library corresponding with the great university? Has it yet appeared? The university draws its staff and its students from the whole country, and even from beyond. On the one hand it conducts the most advanced research and cherishes the ripest scholars; on the other, it reaches out towards the masses, by means of extension work. It also strives to meet various requirements between these two extremes. Perhaps analogous operations are even now being conducted by certain libraries." But in general "the libraries of the country are to be regarded as separate units. They form no part of a system, for there exists no system of which they may form a part." Such a system might be brought about if the country were divided into a few great districts each with its own library. "Each of these regional libraries would serve as a reservoir upon which all the libraries of its district might freely draw. . . . From each would radiate traveling libraries not to displace, but to supplement others in the same district or region, and each would be specially charged with the collection of all literature originating in, or relating to its own region. Regional libraries would naturally become the chief reference libraries and the chief resort of scholars in their respective spheres. . . . They would materially help to dispose of, if they did not completely solve, the vexed question as to storage of so-called dead books; because among them they could afford to receive . . . many works for which, in local libraries, the demand might appear to have ceased. These are a few only of the ways in which regional libraries could save waste of energy and promote efficiency."

Relations of the greater libraries to the lesser. C. J. Barr. Pub. Lib. 10: 276-9. Je. '05.

Large libraries may assist smaller ones by issuing printed cards, placing of depository catalogs at centers throughout the country, distributing finding lists and other bibliographical publications, by issuing lists of serials or special collections, by inter-library loans and reference work by correspondence.

Report from the A. L. A. publishing board on printed cards for serials. C. W. Andrews. A. L. A. Bul. 4: 774. S. '10; Same. Pub. Lib. 15: 350-1. O. '10.

Notes on this article are given under the heading Catalog cards, Printed.

Report of the A. L. A. committee on coordination of college libraries, 1910. W: C. Lane. A. L. A. Bul. 4: 656-60. S. '10.

Cooperation—Continued.

Report of the committee on co-ordination. C. H. Gould. A. L. A. Bul. 4: 660-1. S. '10.

Reservoir libraries. N. D. C. Hodges. A. L. A. Bul. 3: 145-50. S. '09.

Storage libraries. F. P. Hill. A. L. A. Bul. 3: 140-5. S.; Same cond. Pub. Lib. 14: 304-7. O. '09.

Symposium on coordination or affiliation of libraries. Lib. J. 35: 103-8, 195-8. Mr., My. '10.

"Questions were sent to various representative libraries covering the main points of co-ordination methods now under consideration. The questions are given numerically as follows: 1. What are the classes of demand within the library for books which it cannot supply? 2. How far are these demands filled by the extension of these methods and to what extent; is it undesirable to fill them? 3. Would a uniform blank for requesting inter-library loan, that could be sent successively to different libraries until the books should be found, be desirable for general use throughout the country? 4. Does the plan of a central lending library seem preferable to the development of the present facilities of the national library, the assignment of regional functions to important libraries in the several sections and the use of special university and other libraries? 5. Is the present cost of the inter-loan system prohibitive in many instances? And how can this difficulty be obviated? 6. How can the small libraries be of use to the large libraries in coordination?"

Unity and cooperation in library work. Lib. J. 30: C180-4. S. '05.

Work of the Concilium bibliographicum of Zurich. A. L. Voge. Pub. Lib. 13: 42-3. F. '08.

Notes on this article are given under the heading Concilium bibliographicum.

Cooperative information bureaus.

Boston cooperative information bureau. G. W. Lee. Lib. J. 36: 644-5. D. '11.

Co-operative information. Boston transcript. Dec. 23, '11.

The object of the Boston cooperative information bureau is to enable "the individual member to find out at shortest notice, over the telephone or otherwise, anything he wants to know, whether the information is contained in literature of any description or is carried in the head of some other member of the association. The inquirer, through the information bureau's facilities, will be in a position to learn quickly what library, society, public service corporation or business house of greater Boston has in printed form the data he requires and what particular specialist or specialists may have information which, by virtue of his interest in the association, he will willingly make public." The bureau will have a headquarters and "anyone asking a question of the central clearing house may be referred to one of a number of 'sponsors'. These sponsors, serving voluntarily, will naturally be persons eminent in certain departments of knowledge who will be prepared, on occasion, to direct the questioner to some one of a group of sub-sponsors, or specialists, who have expressed willingness to devote a little of their time to the seeker after truth. . . . To make the libraries and other collections of corporations and business houses available to those citizens who have any proper reason for using them may increase the

opportunities for effective research in Boston. A good instance of the kind of help which may sometimes be obtained from an obliging commercial establishment occurred when the custodian of a special library was recently asked for a list of the directors of the Pears soap company, London. He had no directory that gave it. Inquiry of the Boston public library and at the chamber of commerce brought out suggestions which failed to lead to the desired information. Then the idea occurred of telephoning to a certain banking house, where the names were secured in two minutes. It will be a function of the Information bureau to let any one of its members know what banking house has a complete set of British statistical publications and is accommodating enough to allow the public to use them."

Co-operative information bureau. G. W. Lee. New Boston. 1: 446-8. F. '11.

At the meeting of the special libraries association in November, 1910, one of the subjects that came up for discussion was that of the facilities in Boston and vicinity for getting at information. "A circular letter of inquiry had been sent to libraries, business houses and individuals, and the returns that were presented in the report suggest the manifold resources of the community. Naturally the question then arose—What had better be done about it? Why not make the report the basis of an information center in Boston, which, if successful, might be copied elsewhere, eventually to form an interworking system? Why not get further returns by inviting more libraries, more business houses, more men, to send memoranda of topics of which they have expert information, or facilities for procuring, or on which they have publications which they would allow to be listed at the headquarters as available for consultation or loan under such conditions as they might name? Such inquiry was made, and as the result, a classified list of about 150 numbered topics was distributed, with the announcement that the key to the numbers was at Boston—1915, 6 Beacon Street, where, beginning on January 2 of this year, inquiries should be made." The first question asked was for literature on efficiency engineering and within a very brief time the questioner and the one who could supply the requested information were brought into touch with one another. (They occupied offices some fifty feet apart). The scheme is still in the testing out stage but results so far point to success.

Sources of information. Special Lib. 2: 18-20. F. '11.

The "Cooperative information bureau" is a Boston enterprise maintained by the Special Libraries association as a "local clearing house of information". Topics upon which people are likely to want information are registered. "After each topic entered there are presumably one or more numbers, indicating who may be looked to as sponsors for facts or for literature loanable with regard to it; the key telling which the library, business house, individual, etc., each number represents being kept at the headquarters." Up to the end of January about 300 topics and 50 sponsors were listed. The secretary then reported such examples of its use as the following:

"1. Bibliography of efficiency engineering: Referred to a participant (No. 41) whose office was about fifty feet away from that of the questioner; 2. A vacation expert. Referred to No. 46; 3. Back numbers of the "American Architect." Referred to Nos. 44 and 29; 4. Dance hall legislation. Referred to No. 41; 5. Wages paid in quarries. Answer at hand, not referred; 6. School committee reports of Brookline. Referred to Brookline public library; 7. Information on sewer gas. Referred to Nos. 2 and 42; 8. Books on accounting. Referred to Nos. 1, 2 and 22; 9. Mining in general and mining of special stones. Referred to Nos. 2 and 29; 10. Information on printers' ink. Under consideration at time of report."

Copyright.

Book trust and the copyright bill. W. P. Cutter. Ind. 63: 1239-41. N. 21, '07.

Communication from the library copyright league. B. C. Steiner and W. P. Cutter. Dial. 46: 321-2. My. 16; Same. Lib. J. 34: 271-2. Je. '09.

Complete text of the new copyright law relating to the importation of books by libraries. W. P. Cutter. Pub. Lib. 14: 133-4. Ap. '09.

Copyright advance. Dial. 46: 217-9. Ap. 1, '09.

The new act is a compromise measure, retaining the "odious requirement of manufacture in the United States." The copyright law has been codified so that it is now intelligible. The term of copyright is extended to 56 years, thus holding the pirates off from Little women, The man without a country and other favorites for some years. A composer of music may prevent any form of mechanical reproduction of his works, or he may have a royalty from anyone who so duplicates with his permission. Books printed in foreign languages need not be printed in America to obtain American copyright. The bookseller is forbidden to import for sale English books copyrighted in both countries.

Copyright and the importation privilege. G: H. Putnam. Dial. 46: 252-3. Ap. 16, '09.

"The privilege of importing, irrespective of the permission of the owner of the copyright, foreign editions of books that have secured American copyright, is of course entirely inconsistent with the principle and practice of copyright law. In no country other than the United States has the attempt ever been made thus to restrict and undermine the value of copyright property. In the United States, the several copyright statutes that had been in force prior to 1891 were consistent in this matter of securing for the owner of the copyright, and for his assign, the exclusive control of the book or other article copyrighted. . . . Under present conditions, when an American publisher divides with an English publisher a publication originating in Great Britain, or a series of an international character, contributions for which are secured from all parts of the world, the English publisher obtains, under the British law and under the provisions of the Berne convention, the full control and advantage of the editions brought into print by himself, for Great Britain, for the British empire, and for Europe. He also secures, under the inconsistent provisions of the American law, the right to distribute copies of his editions throughout the United States, a right of which he is naturally availing himself to an increasing extent from year to year. The American publisher, on the other hand, is entirely excluded from Great Britain and from Europe, and secures in his own market not the exclusive control, which is the theory of copyright law, but simply the privilege of selling in competition with the English publisher."

Copyright in its relation to libraries. G: H. Putnam. Lib. J. 34: 58-60. F. '09.

An argument in favor of a copyright law that will give American publishers complete control of the home market, shutting out the sale of foreign editions to libraries on the present copyright basis. The proposed copyright law is opposed by authors, publishers and booksellers.

Copyright law reform. Quar. 213: 483-500. O. '10.

Copyright protection does not cover price protection. Lib. J. 33: 230. Je. '08.

Copyright question. Edin. R. 212: 310-27. O. '10.

A discussion of the 1910 English copyright bill.

Discussion of proposed amendment to copyright law. J. I. Wyer, jr. Pub. Lib. 11: 109-11. Mr. '06.

Facts in the copyright case. W. P. Cutter. Pub. Lib. 11: 436-7. O. '06.

Hearing on the copyright bill. Lib. J. 31: 320-3. Jl. '06.

Imperial copyright. G: H. Thring. Fortn. 94: 688-96. O. '10.

A summary of the work of the imperial copyright conference.

Importation clauses in proposed copyright bill. Lib. J. 31: 171-2. Ap. '06.

Importation of books under the new copyright law. Lib. J. 34: 110-1. Mr. '09.

Text of the sections of the law of July 1, 1909, of most direct interest to librarians.

Library copyright league. Lib. J. 32: 14-6. Ja. '07.

Literature of copyright. R. R. Bowker. Lib. J. 36: 492-6. O. '11.

New copyright law. R. U. Johnson. Nation. 88: 532-3. My. 27, '09.

Sets forth the advantages of the law.

New copyright law. T. Solberg. Pub. Lib. 14: 184-5. My. '09.

Copyright henceforth will begin only on actual publication. The period of renewal for protection has been extended from 14 to 28 years, making the entire period of protection 56 years. "In its wording the new law is clearer and defines the various classes covered by copyright more explicitly. The subsidiary rights, such as translation, dramatization, adaptation, production of plays, etc., are more carefully guarded. As regards international copyright the following changes have been made: Foreign books not in the English language desiring American protection need no longer be printed in this country. For English books, however, the requirement has been retained and the provision that it must also be bound here has been added. Also, English books have been accorded an ad interim protection in this country for 60 days. This provides that 30 days after its publication in England are allowed for the deposit of the book in the United States copyright office and a further period of 30 days to complete the production of the American copyright edition. In regard to importation of copyright books, there is but little change except that free importation of books by libraries and other educational institutions, when for use and not for sale, is limited to one book per invoice."

Objections to proposed legislation. Pub. Lib. 12: 60-1. F. '07.

Proposed copyright law—a protest. H. C. Wellman. Lib. J. 31: 811-2. D. '06.

Proposed copyright law contains monopoly clause. W. P. Cutter. Pub. Lib. 11: 554. D. '06.

Proposed prohibition of importation of copyright books. Lib. J. 31: 60-70. F. '06.

Publisher against the people. W: D. Howells. Harper. 116: 957-60. My. '08.

Copyright—Continued.

Publisher's defense. G: H. Putnam. Ind. 63: 1242-7. N. 21, '07.

Second public hearing on the copyright bill. Lib. J. 32: 16-20. Ja. '07.

Cork carpets.

Care of cork carpets. Wis. Lib. Bul. 1: 13. Ja.; Same. Ia. Lib. Q. 5: 48. Jl. '05.

"If these carpets were properly laid in the beginning there would be no trouble. The carpets should be refitted after ten days or two weeks and oiled with a mixture of equal parts of boiled linseed oil and turpentine before they are used. Otherwise they will not fit and will show every foot print. If the carpet has already been in use, it should be scrubbed with sapollo, allowed to dry thoroly and then oiled. At the historical library the carpet in the reading room, which has had very hard usage, is oiled once a year, the oil being rubbed in with a mop. In other places a brush is used for the oil."

County extension.

See also Book wagons; Township extension; Traveling libraries.

Advisability of establishing county libraries. A. C. Piper. Lib. World. 14: 65-7. S. '11.

Notes on this article are given under the heading Local collections.

Brief sketch of the development of county libraries in the United States. News Notes of Cal. Lib. 3: 123-6. Ap. '08.

The first legislation for county libraries was in Indiana in 1816, but as counties could only make an appropriation of \$75 per year for new books the movement did not flourish. In 1886 Wyoming provided for a tax levy of from $\frac{1}{16}$ to $\frac{1}{2}$ a mill to maintain a public library at the county seat. In 1898 two libraries in Ohio began county extension, the Cincinnati public library and the Brumbach library of Van Wert. In Cincinnati the control of the library was transferred from a board of education to a committee of seven members, and a tax of not over $\frac{1}{10}$ of a mill was provided for. Traveling libraries are maintained throughout the county and teachers may borrow books, to reissue to their pupils. In Van Wert county, where the population is distinctly rural, sixteen branch libraries much like delivery stations are maintained and special collections are loaned to clubs, church societies and schools. The custodian at each place is paid \$50 per year. The Washington county free library of Hagerstown, Md., was opened in 1901 "and within a year deposit stations had been established in 23 of the 26 voting districts of the county. The books were sent out in cases holding about 50 volumes, to be returned every 60 or 90 days for renewal or exchange, the library paying all expenses of transportation, etc. The second year the library began sending out collections to Sunday schools, limiting the service to places where there were churches with no settled preaching. During the third year of the library's existence the number of deposit stations was increased to 55, and in two incorporated villages permanent reading rooms were established by local effort, the villages supplying the rooms and librarians, and the county library the books. In order to reach the more remote sections of the county, a book wagon was fitted up and sent out, the first trip being made in 1905. The wagon is built with shelves on each side, with doors opening outward, and will hold about 300 volumes. The annual report of the Washington county free library for 1906-7 shows a total of 18,095 volumes in the library, and a total circulation for the year of 91,856.

Of this, 61,110 volumes were issued from the central library, and 30,746 through branch libraries, delivery stations, schools, Sunday schools and the book wagon." In Wisconsin since 1901, if the county commissioners appropriate a sum of money for the library it is made free to residents of the county. As a result several county traveling library systems are maintained. Multnomah county, Oregon, since 1903 levies a tax of $\frac{1}{16}$ of a mill and in return the Portland library is made free to all residents of the county. At present there are in the county fifteen deposit stations and five reading rooms. "These reading rooms are maintained by the coöperation of nearby residents and the library, the former providing the room heated and lighted and the latter paying the salary of the custodian and furnishing books and periodicals. In addition to keeping the reading room open five hours each afternoon, each custodian is required to spend one forenoon per week at the main library for instruction." The Stillwater, Minn., public library since 1903, is free to county residents for which privilege Washington county pays \$350 per year. In California the Woodlawn library gives county service.

California county free libraries. H. G. Eddy. A. L. A. Bul. 5: 138-44. Jl. '11; Same. Lib. J. 36: 336-42. Jl. '11.

The county library system of California is an outgrowth of local conditions. The immense size of the counties, the scattered population, the varied industries, the barriers imposed by topography made it necessary to devise means to reach the people other than the usual municipal library and traveling library. To get the best results it was felt that there must be a closer relation than could exist between the state library and the people of the state. A smaller unit was found necessary, and the county was naturally chosen as that unit. The first free library law was enacted in 1909. Its principal features were: "1. The entire county was made the unit for library service; 2. Any municipality might withdraw if it did not wish to be a part of the system; 3. The county librarian, who was to be certificated, was given large power in carrying on the work; 4. A committee of the county board of supervisors constituted the library board; 5. An alternative or contract plan could be entered into between the supervisors and any library board, by which the library could in return for an appropriation of county money render library service to the entire county." The first law had many defects but it was eagerly adopted by the people. Eleven counties adopted the contract plan, making twelve in all, one county having acted on its own initiative before the passage of the law. A new law, more elastic than the old has been enacted. "It differs from the former law, which it repeals, in a half dozen or more vital features. First of all, the establishment of the county free library is left entirely permissive with the board of supervisors, no petition or election being called for, as it had been proved conclusively by the work of organization that boards of supervisors will if they think best for the county take up the work on their own initiative. A provision for a notice to be published three times before establishment gives sufficient publicity to the contemplated action. The second main point of difference is that while the former law included the entire county as a unit, with provisions for a municipality to stay out, the present law turns the whole plan diametrically around, making the unit to start with only that portion of the county not receiving public library service. If a town has no library, it is included; if it has a library, it is automatically excluded." There are two plans provided by which a town thus left out may enter the system. By action of the board of trustees it may become an integral part of the system, or it may contract for part or complete service. Counties may also contract with each other for complete service. The new law also provides for a board of library examiners which has the pow-

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er to issue certificates to those desiring to enter the county library service. The state librarian cooperates with the county libraries, and an annual report from each county is sent in to the state library.

California county library law. E. Brunc-ken. Pub. Lib. 15: 329-30. O. '10.

California county library law. S. M. Jacobus. Pub. Lib. 15: 15. Ja. '10.

Some Californians fear that the new county library law may operate to destroy the identity of existing libraries, and make the whole library system subject to the spoils system.

California county library system. J. L. Gillis. A. L. A. Bul. 3: 152-4. S. '09.

California's new library law. Lib. J. 35: 66. F. '10.

California's new library law. H. E. Haines. Lib. J. 35: 20-1. Ja. '10.

Co-operation on the part of commissions with public libraries in their efforts to reach the farmer. C. H. Milam. A. L. A. Bul. 4: 746-51. S. '10.

Notes on this article are given under the heading Library extension.

Co-ordination in library work in California. J. L. Gillis. A. L. A. Bul. 5: 72-5. Jl. '11.

In California the county free library is the agency thru which the state library works to meet the needs of the entire people of the state. "In the counties which are operating county free libraries, the central library at the county seat owns all such books and material as are in usual demand in the county, and can be worn out there. Branches are established in different parts of the county, through which the books reach all the people. Each branch keeps the books as long as it has use for them. Books desired but not found in the collection are supplied from the central library." Many counties are turning over to the free library their teachers' libraries, and district school libraries. Many counties have law libraries which are of little value because of lack of arrangement. The county free libraries are helping to put them in usable shape. Libraries lend to one another and it is hoped that in time each county will develop its collection along a certain line and that formal arrangements for loans can be perfected. Another arrangement about to be adopted is a borrower's card which will enable the holder to make use of any county free library in the state. "Where the county free library system is in operation all expenses within the county are paid from the county fund, and all carriage to and from the state library is paid from the state library fund."

County extension. Mrs. G. B. McPherson. Minn. Pub. Lib. Com. Notes. No. 5: 7-9. D. '05.

"In Minnesota the county commissioners in some cases have voted various sums from \$150 up to \$600 to public libraries if they will extend the library privileges to the residents of the county. Books may be renewed by postal, and a book of non-fiction may be renewed more than once."

County extension. (In Second annual report of Washington co. free lib., Hagerstown, Md., 1902-3. n. 6-8.) Q. 15p. pa. Washington co. free lib.

The library "began the present year with 23 deposit stations placed for the most part in the voting districts in the county." To-day there

are "38 of these stations at different points, an increase of 15 for the last twelve months." In no case has there been "any diminution of interest in the places which accepted branches last year, on the contrary, second stations have been placed at Sharpsburg and Sandy Hook for the better accommodation of the public while Hancock in lieu of another branch is receiving double the quota of books furnished last year. Requests for books on special topics from individuals living in the villages in which branches were established last year have become more frequent, showing that the library is coming to be regarded as an integral part of the county at large. 5262 volumes have gone from the central library to these stations with a circulating record of 12,291, or an average of one book for every three persons in the county, exclusive of Hagerstown. An additional feature of this work and one which promises most interesting results is the placing of Sunday school libraries in rural districts too isolated to support a church, but carrying on a Sunday school. A case holding from thirty to thirty-five volumes is provided, and filled with fresh attractive books, chosen, not with a view to making a collection for the reference work of the school, but in most cases comprising books having some distinct ethical value in addition to some degree of literary quality. These books remain at the Sunday school in charge of the superintendent not less than four, or more than six months and are then returned to the library to be sent on to other schools, their places being supplied by fresh ones,—constituting the beginning of a small system of traveling libraries."

County free libraries in California. News Notes of Cal. Lib. 6: 528-30. O. '11.

A county library is defined as a free library which is supported by the county and which gives service to every one in the county. The following are the reasons for the adoption of the county system in California: "1. California is the second largest state in the union, and is much too large to be served adequately or economically through any state system of traveling libraries. 2. Municipal libraries can not serve the largest percentage of population living in colonies and in remote parts of the county. 3. Many municipalities have no library, and are glad to combine into a larger unit which by cooperation means much more economical, much better and much more effective library service. 4. Small municipal libraries are glad to have near them and in close touch with them a large library which supplements their own collections and which in no way interferes with the local administration. 5. Every school district in the county may, by cooperation with the county free library, receive a library service otherwise impossible. 6. The county is a large enough unit to give more adequate support to the library with a small tax levy." Headquarters are established at the county seat. "The librarian visits all parts of the county, gets acquainted with the people, ascertains the book needs of the general public, the schools, the clubs, etc., and makes up collections of books to be placed at each branch with special reference to the needs and desires of that particular locality, the largest collection being placed where the demand is greatest. These collections are changed in part or entire, as the community no longer uses them. In addition, if a book is desired which is not in the local collection, it is sent from the central county free library; or if not found there, it is supplied from the State library, all shipments being free to the borrower." The county free library law is an enabling act making it possible for any board of supervisors to establish a county library on their own initiative.

County free library extension—the Sacramento plan. L. W. Ripley. News Notes of Cal. Lib. 3: 303-4. O.; Same. Lib. J. 33: 445-6. N. '08.

"The system may be briefly outlined as follows: All residents of the county are to have

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the use of the public library under the same conditions, rules and regulations that govern city residents. Deposit stations will be maintained at suitable points in the county, each station being supplied with a collection of fifty or more books. A system of weekly exchanges will be arranged between the main library and the stations, the expense of carriage to be paid from the county extension fund. . . . All books in the circulating department of the library, together with new books bought for the purpose, will be considered in making up the collections. If possible with the means supplied, the opportunity will be offered to the district schools to open direct relations with the library. In operation, the county library will be managed as a part of the city library system. Books purchased for the deposit stations will be ordered, accessioned and cataloged with books for the main library. . . . The work at the stations will be made as simple as possible. The Browne charging system will be used. Applications for cards may be filed with the custodian, who will send them to the main library for entry. Books may be drawn as soon as the applications are filed, temporary checks being issued by the custodian for use until the cards are sent back from the main library. A separate register will be kept of county borrowers and a distinctive card issued. The only statistical report required from the deposit custodian will be the total number of loans made each week."

County libraries in Oregon. M. F. Isom.
A. L. A. Bul. 5: 144-6. Jl. '11.

The library law of Oregon as first enacted pertained only to counties of 50,000 or more population, and limited the special tax to $\frac{1}{2}$ of a mill. The law was passed primarily for the benefit of one county, that in which Portland is located. The city library of Portland immediately took advantage of its privilege, entered into a contract with the county and began to establish deposit stations. The deposit station collections are made up of adult books entirely, juvenile books being placed in country schools. At the last session of the legislature the county law was amended, removing the clause specifying the amount of population, and increasing the rate of taxation for library purposes to $\frac{1}{2}$ mill. A second section of the law provides "that the county court for any county which has levied this special tax may use the library fund to establish, equip, maintain and operate at the county seat of the county, a public library, including branch libraries, reading rooms, lectures and museums and may do any and all things necessary or desirable to carry out this purpose. A clause follows which permits the county to contract for public library service with any corporation maintaining a public library at the county seat." In order to provide for the housing of libraries, a county library building law was enacted. The strong point of the Oregon law is its simplicity. "No new elements are introduced; no new boards are established. The contracts are made with the county court which consists of the county judge and two commissioners. This is the governing body of the county with whom all contracts are made. The power, the responsibility, are left where they should be, with the librarian and directors of each county library."

County library. M. L. Titcomb. A. L. A.
Bul. 3: 150-2. S. '09.

The Washington free library at Hagerstown, Maryland serves the entire county by means of deposit stations and a book wagon. Visits are made to the stations, and story hours conducted in the country schools. Deposit stations grow into branch libraries.

County library in California. H. G. Eddy.
News Notes of Cal. Lib. 5: 375-7. Jl. '10.

County library plan. N. Y. Libraries. 3: 2.
O. '11.

New York state now has a library law which provides for county library service, either thru the establishment of a county system, or thru contract with an existing library. "It is easy to see that there will be many difficulties in achieving any important results under the new law. The stronger centers in the counties are already supplied with libraries, and unless they look at the matter in a large public-spirited way, they will see little advantage in sharing their privileges with the people of the whole county, even though proper compensation be given. In many cases the problem is seriously complicated by the existence in the county of several strong libraries. A more serious difficulty still is the inertia of people living in the rural districts, and their feeling that they will not get their full share of privilege from a library situated at a distance. But the law has in it large possibilities, and all that is needed to realize some of these possibilities is a little public spirit and determination to bring the matter to an issue. It enables the people of any county to have a public library system free to the whole county, if they want it. It puts into the hands of two compact boards, the trustees of a public library and the board of supervisors, the power to extend to every man, woman and child in the bounds of the county, the benefits of a free library, on such terms as they think best. It thus points the way—perhaps the only way—in which the million and a half people in this state scattered in small hamlets and the open country who are now entirely without public library privileges, may be enabled to secure freely and conveniently these great privileges."

County library system for California; what it is, how to proceed in establishing it, etc. News Notes of Cal. Lib. 4: 423-31. O. '09.

The county library system when established will mean equal library privileges for every resident of the state, and at the smallest expense to the tax-payer. The county library at the county seat will be headquarters with branches and deposit stations. Each resident will be able to draw on the entire resources of the county library, which will, in turn, depend upon the state library for books not in the county library. The state library, in some cases will borrow the desired material from the Library of Congress. The state library will pay transportation charges to and from the county system, and the county system will pay them within the county, so that any resident of the state may secure books free of transportation charges. The county system will render a large service at the smallest expense by levying a smaller tax over a larger territory, by centralizing bookbuying and technical library processes under trained administration, by securing reductions in transportation rates. The public library already existing, upon becoming a part of a county library system, will have use of a larger supply of books, relief from technical problems and work, and expert advice from the county library. Similar advantages will accrue to school libraries and county law libraries that join the county system.

County library system in Multnomah county, Oregon. M. F. Isom. Cal. Lib. Assn. Handbook and proceedings. p. 41-4. '09.

"As one rides about the county east and west, north and south, every few miles there may be seen a small blue sign with silver letters 'Public library station,' sometimes tacked to a tree in front of a schoolhouse, sometimes disputing the honors with Uncle Sam's flag on top of a rural free delivery box, more often of course attached to the porch of a country store. In

County extension—Continued.

the most unexpected places and on some of the most out of the way country roads the library has found many of its most appreciative patrons. The county department has gradually developed four distinct lines of work, which by one way or another have embraced all the interests of the county, work with the schools, with the granges, with the reading rooms, and with the deposit stations." Work with schools was first attempted with the cooperation of the county superintendent of public instruction. The 3000 and more volumes in the school collection are apportioned among the 60 schools in boxes holding 20, 30 or 60 volumes and shipped by boat, train or farm wagon. Early in October someone from the library makes a tour of inspection in a motor car. "The books of the school libraries are not books of supplementary reading nor so-called reference books; these are doubtless necessary, and every teacher has the privilege of drawing them from the library upon her teacher's card, and if she wants so many that she can't carry them a messenger takes them for her to the nearest reading room, where some kind farmer is sure to pick them up and deposit them at the schoolhouse door; but the best of the children's books are selected and books of time-honored literature. From the first it was determined that no odor of textbook should penetrate these library boxes, but that they should be a mine of pleasure to the child who might delve into them, inciting his imagination, inspiring a real taste for literature, a love for history, and art that may perhaps be to him a resource and an influence through life. The country child is blessed in his leisure during the long winter months; he is spared the cheap distractions of city life, spared, too, perhaps, the thousand and one titles of the children's department; he has time to read and time for the real books, time also to think about them and to read them over again. In choosing the books for a country school collection two rules might well be observed, the one is that no juvenile book should be selected that could not be read with sympathy by any properly constituted grown-up person, and the other that no adult book should be added that would not bear a second reading with pleasure and profit." Deposit stations "consist of cases of 50 books placed wherever can be found the public spirited citizen imbued with a love for books and a desire to encourage this love in his neighbors." They are in country stores, logging camp boarding houses, near grange halls, and in farm houses. "In the first station boxes were included books on the local industries, fruit farming, dairying, poultry raising, etc., but as time has gone on and reading rooms have been established, and the way to them and to the central library has been learned, the same distinction has been made in these boxes as with the school collection, only books of general interest are sent except on request. But insistently and everywhere in the Grange, in station, in schoolroom, through country papers, by public notice, the useful books of the library are advertised, and every man in the county knows where he can turn for information he may need. It is often the receipt of this information that makes him the friend of the library for life, for the country man is very much like the city man in this particular, 'he wants what he wants when he wants it.' It was such an experience that led to the establishing of the first reading room. Several times emissaries from the library had sat in the editor's office of the little country town begging his influence for at least a deposit station, and finally consent was reluctantly given to place the books in the window where they fared as best they might. One day the machinery of the newspaper broke down, the linotype was out of order. Post haste the editor sent to town for books that would help him in the crisis, they were promptly delivered and the repairs made. After that there was no more ardent supporter of the library. In season and out of season he told of his experience and the \$50 that the library had saved him, and soon after the deposit station was transformed into a thriving reading room.

There are now seven reading rooms through the county; some have grown from deposit stations, others have been established in the suburbs, one, the Troutdale library had been supported for some years as a subscription library by the women of the village. These rooms are maintained by the cooperation of the residents of the locality with the library, the former providing the room heated and lighted, while the library is responsible for the salary of the custodian and furnishes the books and magazines. The rooms are open five hours during the afternoon and evening, and in addition each custodian is required to spend one morning each week at the central library for instruction and suggestion. A small group of reference books has been placed in each reading room and several hundred circulation books. These are kept fresh by weekly exchanges and weekly delivery of 'request' books supplements this deposit collection. There is much local pride in these small rooms and a friendly rivalry that does not come amiss. They are simply furnished, but, as a rule, in good taste and are well lighted and attractive with growing plants and gay bulletins. One good picture at least is hung in each room, and these are occasionally exchanged for variety's sake. . . . Much of the success of the library in its county work has been due to its pleasant relations with the Grange. Membership in this body has permitted the attendance of meetings all over the county, giving the opportunity to meet the farmers and their families socially as well as formally from the platform. These meetings, which are so friendly and informal, have given an insight into the conditions in different sections which could hardly be obtained otherwise, and have oftentimes been the means of interesting people to whom books are neither a habit nor a necessity. They are always followed by many applications for library membership, and what is even more satisfactory, visits to the library in turn by county members in search of information on practical subjects or with suggestions for books to be included in the next box. To carry a small portion of the library out into the country is well and good, but even a greater service may be rendered by leading the county members to make use of the larger resources of the main library. This year study libraries have been supplied each month to the ten granges in Multnomah county to be used in connection with the topics assigned for the monthly program by the state lecturer."

County library system in Sacramento county. L. W. Ripley. Cal. Lib. Assn. Handbook and proceedings. p. 44-6. '09.

Elk Grove station of the Sacramento county library. H. G. Eddy. Cal. Lib. Assn. Handbook and proceedings. p. 46-8. '09.

Experiment in extension. A. S. Tyler. Wis. Lib. Bul. 7: 121-3. Jl. '11.

History of the traveling library system of Washington. Mrs. K. T. Holmes. Wash. Lib. Assn. Bul. 1: 2-4. Jl. '05.

"The object of the work, from the beginning, was educational rather than philanthropic, and all gifts of books were received subject to the approval of the committee and not one unfit book was included. The libraries were selected with scrupulous care as they were pioneers in the work and were sent out, not only to interest the people whom they reached, but to create a desire for good literature and develop a good literary taste. A large proportion of the books was selected for children because through them the families were most easily interested; fiction was not forgotten, and nature study, elementary science, history, biography, and poetry were well represented. That the selection of books was wise, was proven by their popularity and by the fact that these libraries were used as models for the extension of the system after the state took it in charge. Thru the

County extension—Continued.

efforts of the club women of the state, traveling libraries were established and it was largely because of their influence that the legislature of 1900-1901 passed the bill providing for the first state library commission and the extension of the traveling library system."

How a small library supplies a large number of people with books. M. L. Titcomb. Lib. J. 31: 51-4. F. '06.

The Washington county free library, Hagerstown, Md., was opened in August, 1901. The county has 26 voting districts and the second year after opening the library a deposit station was established in 23 of these districts. To these deposit stations a case of about 50 volumes was sent to be renewed every 60 or 90 days. All expenses were paid by the library. The stations were public places such as stores or post offices if possible. The second year Sunday school collections were sent out to places maintaining a Sunday school only, or to churches with no settled preaching. The books for these libraries were of real literary merit and of certain ethical influence. In 1905 there were 66 stations and two permanent reading rooms. Of the 66 stations 30 are off the line of railroad, trolley or stage and, to these a library wagon is sent, the janitor making the trips. He knows the people and also the library. The wagon holds about 300 volumes and cost \$175. The horses are hired from a livery stable. Between April 1st and October 1st, 1905, 1008 volumes were sent out by the wagon. They were almost without exception books of permanent value. Books have been sent to the public schools of the county and in some cases collections of mounted pictures which have been very popular.

How shall we secure greater use of our libraries? M. Larsen. For Folke-og Barneboksamlinger. 5: 96-103. D. '11.

Advocates the county plan of California.

How the Merced county free library system has been worked out. A. M. Humphreys. Lib. J. 36: 347-8. J1. '11.

The practical working out of the California county library system in one county of the state is briefly described in this article. In June, 1910, there was not one free public library in the county. In July active work of preparation began. On Oct. 14, the central library at the county seat was opened and by March 31st following, 5600 volumes had been made available to the readers of the county and eight branches had been established. "One does not have to wonder if the plan is a success. The spontaneous testimony of the people who have lived many years in the small towns without library privileges is a sufficient guarantee. They have no desire to take up the old system either, for with a well-stocked library to draw upon, with frequent exchanges of books, with 10 or more of the best magazines coming regularly to their libraries and others loaned upon application to headquarters, and with all expenses met from a common fund, why should they long for a little local library which at best could not have more than \$1000 to spend, and with so many ways to spend it that the fund for books would be so small as to be merely a tickler to the appetite?"

How to get township support. Lib. Occurrent. 2: 205-6. Je. '11.

Libraries and the counties. H. Farr. Lib. Assn. Rec. 8: 169-77. My. '06.

In England little has been done towards helping rural districts with library privileges. Any parish may adopt the public libraries act but the amount produced by the rate of a single parish is not enough to maintain a library, or

even a reading room. Provision for libraries in rural districts should be made by county councils, and the libraries act should be amended to enable county councils to adopt them for county areas.

—Discussion. Lib. Assn. Rec. 8: 207-16. My. '06.

Library legislation in California. H. E. Haines. Lib. J. 34: 167-8. Ap. '09.

The most notable of nine laws relating to libraries recently enacted by the California legislature is the county library law. This law is based partly on the methods in operation in Ohio, Maryland and Oregon, but is wider in scope. County supervisors, upon their own initiative or under compulsion by a majority vote at the annual school election may establish a county library. Any town or city already having a library may refuse to participate in the county system. The supervisors may enter into contract with the trustees of a library already established by which that library may assume the functions of a county library. A county library shall be under the supervision of a committee of three selected from the membership of the board of supervisors. This committee elects the librarian, who is not required to be a resident of California, but who must have "from the state librarian or from the Librarian of the University of California, or the Leland Stanford, Jr., university, a certificate to the effect that in the opinion of such Librarian, he is well qualified for the office." The salary of the county librarian is to be not more than \$2,400 and he may be allowed traveling expenses in the county. County library systems of the state are placed under the general supervision of the state librarian. The full text of this law is given in News notes of California libraries, April 1909.

New county library system of California. E. Bruncken. Pub. Lib. 15: 226-9. Je. '10.

"The framework of the county system is very simple. Just as an incorporated city may maintain its municipal library, so each county may, if it chooses, establish a county library. As the city library may have its branches, so the county system will have its branches in various parts of the county, its deposit stations, its delivery automobiles that may bring the books to the very doors of the inhabitants. By a special provision, the libraries now maintained by the school districts may be made branches of the county libraries. These school libraries are at present notoriously inefficient, for reasons obvious to every librarian. By becoming branches of the county system, their readers will at once gain access to the entire stock of books contained therein, instead of the trifling collections they now possess. It is expected that gradually the libraries of the cities, especially the very small incorporated towns, will find it to their advantage to become branches of the county system, not only on account of the greater choice of books, but also for the expert administration which the small libraries are themselves unable to pay for. In the meantime, the county librarian is authorized to render to municipal libraries within his county all possible assistance, which in practice will mean an interchange of books, aid in cataloging, co-operation in purchasing and the like. . . . The law does not provide for a board of trustees. The view is spreading among librarians in California that a board of trustees is no more necessary for the library than for any other branch of public service, the engineer or the treasurer, for instance, and often becomes a serious hindrance to efficiency. The other feature is the qualifications demanded of the county librarian. For the present he must furnish a certificate of competency from the state librarian or the librarians of either of the universities. As soon as a state system of certificates shall have been established, that will take the place of this temporary provision."

County extension—Continued.

New county library system of California.
H. E. Haines. Pub. Lib. 15: 294-5. Jl. '10.

"So far, the law as a whole has not been put into operation; what has happened has been the acceptance by a number of libraries of a single clause (section 12) which provides for the establishment of county libraries under a method distinct from the scheme of the law as a whole. According to this clause a public library may enter into a contract with the county supervisors to perform the functions of a county library, in return for which it receives an appropriation from the county funds under certain obligations to report upon its work. It is under this 'contract clause,' as it is called, that the libraries now operating as county libraries are acting; acceptance or approval of the law as a whole by the librarians of the state is quite unlikely and their attitude toward it is evident in the resolution passed at the recent meeting of the California library association at Long Beach, which urges the amendment of the law."

Ohio county library. C. A. Metz. A. L. A. Bul. 5: 146-8. Jl. '11.

The public library at Van Wert, Ohio, has been a county library since its establishment in 1899. A library building was bequeathed to the town by a prominent citizen on the condition that the county equip and maintain it. As there was at that time no county library to accept as a model, the library has gradually worked out its system. The central library is located at the county seat; branch libraries are maintained in the five villages of 500 or over in the county, with deposit stations at other points. The branch librarian, usually postmaster, storekeeper or clerk, receives \$50 a year for his services. Another branch of work is carried on by means of school collections. Any teacher may take out a collection of books to be exchanged any time that the teacher desires. "Our greatest development during the past year has been in this department, due partly, I think, to the fact that there are in several townships of the county, school supervisors, whose co-operation we have been able to secure, and partly because we have this year placed a trained assistant in charge of the work, her duty being to aid the teachers in their selection of books, make up collections when these are called for, and compile lists of books for given grades. I have also attended a number of teachers' meetings and township institutes, sometimes merely calling attention to the school collection, but more often talking about books themselves. We find that the teachers need not so much to have their interest awakened as to have their knowledge of children's books increased. We have no settled plan of distribution, but consider each case an individual one, even tho extra time is consumed in doing so." The library is also trying to meet the growing demand for books on agriculture which comes as a result of the teaching of agriculture in the schools. During county fair week an effort is made to advertise the library. "The average man or woman dwelling in an agricultural community is both busy and independent and unless we can persuade him that what we have to offer is what he needs or wants we can accomplish little. Nor can we approach the problem with any feeling of condescension or patronage. The idea that I occasionally find existing in the minds of librarians and trustees, that the people of rural communities will hasten to take advantage of an opportunity they have so long been deprived of, seems to me to be wholly without foundation. As a matter of fact, they are slow to seek of their own accord what they have for so long been able to do without. Tact and a knowledge of local conditions are necessary tools, together, with a rigorous application of the golden rule."

Reading list on the extension of the public library, with notes. News Notes of Cal. Lib. 3: 129-33. Ap. '08.

State library system for California: a suggestion. J. L. Gillis. News Notes of Cal. Lib. 3: 227-8. Jl. '08; Same. Lib. J. 33: 316. Ag. '08.

Notes on this article are given under the heading Library extension.

Why library extension pays Washington county. J. C. Nethaway. Minn. Pub. Lib. Com. Notes. 2: 82-4. N. '07.

Washington county, Minn., has seven libraries in circulation thru the county, thus supplying nearly eight hundred people with books at a cost of less than fifty cents per capita per year. These books reach homes never reached by library privileges before. The county commissioners appropriate the money necessary and the libraries are placed in the hands of a competent person who keeps the books either at his home or at the school-house. He serves without compensation. The books are changed once in six months.

County libraries. See County extension.

Cutter author numbers. See Book numbers.

Cutter Author tables.

Author table. C: A. Cutter. 2 figure. \$1.25; 3 figure, \$2.25. William P. Cutter, Northampton, Mass.

Cutter's Expansive classification. See Classification—Cutter's Expansive classification.

D

Decimal classification, Dewey. See Classification—Dewey Decimal classification.

Decoration of libraries.

Interior decoration. W. Walter. Lib. Assn. Rec. 10: 649-59. D. '08.

Suggestions for pictures and casts for the new Carnegie building in Baraboo, Wis. Lib. Bul. 1: 7. Ja. '05.

"There is always the question of what should be bought. The first thing to be done is to have a committee whose members will give plenty of time and careful thought to the matter and who will plan the whole scheme before anything is bought—decide just what pictures are desirable for the library, what casts, and find out what is available, how much the whole will cost, and who can be found in the community to give the whole or a part. . . . One of the first things to do is to get some good catalogs. For casts, get the catalog of P. P. Caproni & Bro. company, reproductions, the Braun carbon prints, and of the Hanfstaend and Berlin photographs. Write to the art stores in Milwaukee and Chicago for such catalogs and suggestions as they can furnish. The Chicago art education company, Masonic temple, Chicago, makes a specialty of pictures for schools and will supply many suggestions. The Anderson art co., of Chicago, makes a specialty of library decoration and will soon issue a pamphlet on the subject."

Delivery of books at the house. See Home delivery of books; Library extension.

Delivery stations.*See also* Deposit stations.

Branch libraries. H. G. Sureties. Lib. Asst. 5: 285-8. Je. '07.

A plea for branch libraries instead of delivery stations.

Delivery stations. H. Peters. Lib. World. 10: 274-6. Ja. '08.

"The problem of distribution over a scattered area is to a certain extent solved by the delivery system." The needs of a district must determine whether a delivery station is necessary. When advisable a local tradesman can generally be found who will accommodate the selected number of books and also perform the duties of honorary librarian. "One or more cases capable of holding 100 volumes each, would be sufficient for the storing of the books and would facilitate their carriage to and from the library. A dating outfit, a fine receipt book, a stock of forms for registration of issues, books required and fines received, etc., and application vouchers for borrowers' tickets, would complete the outfit for the successful administration of such a station as this." If such a tradesman cannot be found an assistant librarian might be in attendance the necessary number of hours at some place rented for the purpose. "The fixtures and furniture required to equip and ensure the efficiency of such a library need not be elaborate, but they should be made of good sound materials. . . . They would consist of a book stack capable of shelving the requisite stock, a small counter or table, one or more wooden trays to receive book cards and borrowers' tickets. . . . With regard to the issue of books, borrowers' tickets, period allowed for reading, and other details of administration, the same system in vogue at the main library should be found practicable."

Delivery stations. W. C. B. Sayers. Lib. Asst. 5: 288-90. Je. '07.

Delivery stations are more economical than branch libraries and if the books are delivered by automobiles rapid and regular service is given to patrons. A branch costs £800-£1000 per annum. A delivery station costs £40-£60 per annum.

Reading list on the extension of the public library, with notes. News Notes of Cal. Lib. 3: 126-8. Ap. '08.

Department libraries in colleges.*See also* College libraries.

Bibliographic apparatus in colleges. H. B. Prescott. Columbia Univ. Q. 13: 224-5. Mr. '11.

"To the student unaccustomed to a large library, with its necessarily large and complicated catalogue, the department library—small, compact, containing only the books for daily use, and with its correspondingly small catalogue—is of great service. It introduces him to methods of arrangement and classification, and does not bewilder him as does the large catalogue with its multiplied entries under authors and subjects. In these department catalogues should be included not only author and subject cards for all books in the department, but analyticals for all important serials which bear upon the work of that department, whether shelved there or in the general library. . . . These analyticals for the department libraries do not appear in the general catalogue nor do the cards for some of the department libraries, for example, the libraries of the schools of law, medicine, and pharmacy. The department catalogues are made even more useful by incorporating with them

cards for all books dealing with their particular subject to be found in the general collection or in other department libraries."

Department libraries. F. C. Hicks. Columbia Univ. Q. 13: 183-95. Mr. '11.

The most difficult problem which presents itself to the college librarian is that of the department library. The simple statement that a book shall be placed where it will be most used has little meaning. "University instruction demands, apparently, that books, often the same books, shall be here, there, and everywhere. It demands not only that there shall be a comprehensive collection of books in the general library so arranged that insistent and equally balanced needs may be met, but that there shall be special collections of books, often of considerable size, housed in buildings remote from the general library. The selection and administration of these collections, so that there shall be no loss of time, money, labor and efficiency, are tasks requiring the librarian's best efforts." The term department library if used loosely may lead to confusion, so, for the purposes of this article, a department library shall be understood to include "all books periodicals, pamphlets, etc., wherever housed, which are of use, primarily, to the officers and students of a given university department of instruction. So conceived, the department reading-room, the laboratory library, the officer's library, and the collections either in the book-stacks of the general library, or in stacks adjoining the department reading room, are parts that together make up the whole of a department library."

It is the department reading-room, a development from the seminar room, which presents one of the difficult phases of the problem. The disadvantages of such a reading-room may be grouped under three headings: 1, Limitation of use of books; 2, Increased cost; 3, Loss of general efficiency. The contrasting advantages may be grouped in similar manner: 1, Intensive use of books and groups of books; 2, Advantages to library administration; 3, Increase in department efficiency. The same facts may be used to support arguments for both sides of the case. "Books in department reading-rooms are available for reference use to a smaller number of people than if they were in the general library, because of remoteness, inconvenient location and inaccessibility to non-members of the department; because the rooms are open fewer hours in the day and fewer days in the year; because of misplacement and loss of books when service is lacking or inept, and because of interruption when the temptation to use the rooms for seminar purposes, or for lounging or conversation rooms, is not resisted. They are available for circulation to few people because of the difficulty of borrowing them through the general library. Department reading-rooms involve an increased cost for books because of duplications in the general library and in one reading-room, or in several rooms when department needs overlap and the departments are unable to combine; and because of losses of books when the custodianship is not continuous. They involve increased cost for building space, for equipment of rooms with furniture, book-cases, etc., and for heating and lighting. They necessitate increased cost of service for general supervision; for transfer of books; for cataloging, book-buying, book-keeping and book-binding in the general library; and for custodians and caretakers in the reading rooms. There is a loss of general efficiency because of the complication of the general catalogue, making it difficult to use; because of division or loss of responsibility for a large section of the library collections; because sets of periodicals and classes of books on one subject are broken up into groups, some in the general library and some in the department reading-rooms, because allied classes of books are separated, making it impossible to browse widely, to get suggestions from material unsought and casually observed, and to follow up conveniently the ramifying threads of investigation; because de-

Department libraries in colleges—Cont.

partment interest tends to center in a single reading-room; and, finally, because the multiplication of department reading-rooms is another disintegrating influence in university life, making for narrowness of thought and education."

On the other hand "the reference use of books in department reading-rooms is intensive because the collections are selected, not too large, and less confusing to the student. All of the books are on open shelves, so that, within limits, the students may browse at will. There is no formality, and books may be found without consulting a complicated catalogue. Books may be arranged according to courses, and those temporarily deposited may be grouped according to the needs of instruction. The physical conditions for study are usually better than in the general library. The department rooms are quieter, less crowded and often better lighted and ventilated. The library problem of administration is lessened to some extent because the shelves in the stacks of the general library are relieved of many volumes. Moreover the changing needs of the departments require frequent temporary transfers of books, so that the collections become mobile, and the teaching faculty and library come into close personal touch. The necessity for mutual information is emphasized. Department reading-rooms increase departmental efficiency because the duplication of books is itself an advantage to instruction. The time and energy of both officers and students are conserved by the specialized grouping of books, and methods of education, otherwise impossible, may be attempted. Students establish personal relations with professors outside of the class-room; financial and educational aid may be given to students employed as custodians; departmental pride and interest are aroused; and lastly, the reading-rooms may be placed in charge of specialists. . . . The department reading-room, in some form or other, has come to stay; but there are certain facts which should be considered essential to its existence. There should be cordial cooperation between the library and the teaching faculty, and between the various departments. Single books and groups of books should meet the needs of different departments at different times, or at the same time, if possible. The advice of a library expert should be sought in the location of rooms, their equipment with books, furniture, etc. The regulations for the loan of books from the department reading-rooms should be uniform, and adhered to rigidly, in order that the reader may not be disappointed when directed to a reading-room. There must be eternal vigilance in order that the complicated machinery may move smoothly."

After attempting many solutions to the problems presented, Columbia university, in 1911, adopted resolutions in which a clear distinction is made between the department library and the department reading-room: a simplification is proposed of the administration of the collections in each building; cooperation is furthered by arranging for temporary transfers of books between collateral departments, and the establishment of closer relations between the main library and those departments whose reading-rooms have no custodian. In an ideal plan outlined, the division library would take the place of the department library. The success of such a plan would depend on physical conditions, and buildings would have to be erected with the plan in view. In the multiplying and developing of department libraries the place and importance of the general library must not be lost sight of. "There must always be one general reading-room, centrally located, and continuously open, which is comprehensive and not special in character. Its purpose is to meet the general needs of all departments as well as needs not directly connected with any department. To a greater extent than is commonly realized, the general reading-room feels the pulsebeat of student activity. . . . First of all it is the purpose to have in this room the most useful reference works, properly so-called, such as bibliographies, indexes, hand-

books, almanacs, dictionaries and encyclopedias. Secondly there is a selected collection of general works, on all subjects, for reference use in the room. The selection of the books which are to remain on the shelves until they are supplanted by new editions or works which are the fruit of riper scholarship and further investigation is a matter requiring constant attention and experienced judgment. It cannot be accomplished successfully without the advice and assistance of the teaching faculty. For this reason, officers of instruction are continually invited to suggest changes in the selection of books on subjects in which they are particularly interested."

Departmental libraries. K. L. Sharp.
(Univ. of Ill. Univ. studies. v. 2. no. 7. p. 64-71.) Q. 1602. pa. \$1. '08. Univ. of Ill.

"The University of Chicago furnishes the best example in the west of a well developed departmental library system. . . . The departmental libraries are an organic part of the university library and are therefore, under the direction of the university librarian. A superintendent of departmental libraries is appointed to have general oversight of their administration and to report to the board of libraries, laboratories, and museums. A library inspector is chosen from the library staff to inspect each departmental library and to report to the university librarian. A departmental adviser for each departmental library is selected by the head of each department and by the president from the teaching force of that department. Two graduate students or fellows are appointed as attendants in each departmental library, each one to serve two hours a day. Each group library is in charge of a library assistant and the library advisers of all group libraries are ex officio members of the library board. . . . Books are ordered thru the general library and accessioned and labeled there, but they are classified and cataloged by the departmental library attendants under direction of the general library altho not according to a uniform system. Books in these libraries are recognized as belonging to the departmental libraries, except such as may be loaned to the department by the general library. Books may be transferred from one departmental library to another or to the general library by agreement between the parties concerned."

Plea for the central library. J. Bascom.
Educ. R. 38: 139-49. S. '09.

Notes on this article are given under the heading College libraries.

University branch libraries. W. Austen.
Lib. J. 33: 220-2. Je. '08.

The department libraries should be branches of the main library, not mere collections of books under supervision of some untrained person and available for one department alone. Only such books should be placed in the branches as are constantly needed there, and any book not in use in the branch should be returned to the main library. The main library and branches should be so related that any book may be had when called for. The branches should be in charge of experienced persons. The supervision of all use should be centralized in one department, making it possible to know at all times where a book is, and where it is most needed.

Deposit stations.

Library work in the factories. A. Poray.
Lib. J. 33: 83-6. Mr.; Same. Pub. Lib. 13: 73-7. Mr. '08.

When the Detroit library reached out to do work in factories it seemed advisable to establish deposit rather than delivery stations. "By deposit station I mean a collection of books sent to the factory for from three to five months, the books to be issued there on certain days under the same rules and regulations

Deposit stations—Continued.

as at the main library. As a rule the readers have access to the shelves." In Detroit the factories were supplied with the library catalog so that books that were in the main library could be called for as well as those in the deposit collection.

Dewey Decimal classification. See **Classification—Dewey Decimal classification.**

Dictionary catalogs. See **Catalogs.**

Directors. See **Trustees.**

Discarding books.

Book destruction. J: Hartley. Lib. World. 14: 7-10. Jl. '11.

The principal causes which necessitate the withdrawal of books from circulation are wear and tear, from both preventable and inevitable causes, and the need for the suppression of out of date books. It is necessary in the interests of economy that books should not be discarded recklessly, and that the life of a book should be prolonged as long as possible. "On the other hand there is a tendency on the part of some to waste time and money in patching up books which should be thrown away. The action of the librarian who endeavours to keep his stock in circulation as long as possible is commendable, provided the books are in an efficient condition both externally and internally. . . . A casual examination of the stock of various libraries will also reveal the existence of books which have become hopelessly out of date and useless for practical purposes. This state of affairs is particularly harmful in the instance of scientific, technical, and geographical works, the value of which almost entirely depends upon their subject-matter being in accordance with the latest researches relative to their special subjects. Cases are not uncommon where antiquated books treating of matters which have been largely influenced by the advance of science in recent years are to be found still occupying places in library catalogues and on the shelves to the exclusion of modern editions of the same and similar works. Out-of-date books may be useful for comparative purposes, but for practical purposes they are worse than useless. Too often they ease the consciences of economic members of library committees, who glibly say: 'We have so many books on this particular subject,' whereas, if the truth were known, the library, so far as that subject is concerned, is in a state of starvation." Generally speaking, the book paper of a generation ago was much better than that of today. Consequently many early editions are still in circulation merely because their paper is fairly sound. The deterioration of book paper is a serious matter in the case of books of permanent value, but it must not be forgotten that many modern books are not worth the paper they are printed on (poor though it may be). The problem of weeding out stock is to some extent settled by the wear and tear which the books receive. "The average life of the modern library book in general use is about four years, and represents from 40 to 150 issues approximately. Of books which thus come to a natural end, the majority are works of fiction, and probably not more than 40 per cent. are worth replacing. It is well known that librarians are obliged to pander to some extent to the popular taste for sensational books, and to supply books which they know have no standing value. It is equally true that there are many borrowers, who, having to choose between a dirty book of standard literary value and a new book which may contain naught but 'piffle,' will without hesitation choose the latter. The moral is obvious."

Cemeteries or workshops? J. D. S. Lib. World. 14: 129-30. N. '11.

Discarding books. J. D. Young. Lib. World. 10: 108-12. S. '07.

Libraries accumulate books so rapidly that it is almost imperative to discard the books that have outlived their usefulness. In doing this it is well to consider how this may be accomplished in each section of the library. Philosophy. As a rule this class is small. "Out-of-date text-books, especially in psychology and ethics, should be the first to go. Old treatises on the different philosophical systems and unimportant works on logic—there are not many of the latter, however—may also be disposed of." Religion. Collections of sermons may well be discarded unless they are of local interest. "Obsolete exegetical works and books dealing with forgotten controversies should follow the sermons. Sectarian literature is hardly worth houseroom. Old treatises on the non-Christian religions, written for the most part before those religions were properly studied or understood may be safely discarded." Sociology. As this is a comparatively new subject great care should be exercised in discarding. Philosophy. A small section and wants but slight revision. Old dictionaries may be thrown out if better ones have taken their place. Natural science. "Scientific works are so soon out of date that it is as well to withdraw the ordinary type of text-books as soon as they have been adequately superseded. But it should first be ascertained if they have been adequately superseded. . . . Books of the 'popular science' type may be weeded freely, but it would be as well if they were bought sparingly." Useful arts. This literature is more quickly out of date than even strictly scientific literature. Fine arts. Discard very sparingly. Literature. Great care must be exercised here. As a rule keep only one good translation of a foreign author. Works of dead and forgotten poets and dramatists may be thrown out. Fiction usually wears out. Biography. Withdraw lives of nonentities. Geography and description. Greater care should be exercised here than anywhere else. The seventy-five per cent of the books are valueless the difficulty is to find the twenty-five per cent. History. Ordinary text-books may be thrown out if superseded by modern ones. General works. Keep all works of a bibliographical nature.

Discarding useless material. N. Y. Libraries. 2: 221-2. Ap. '11.

"When a book once gets on the shelves, it seems to acquire in the eyes of most librarians a peculiar virtue and reverence, irrespective of any service it may render. On books, for which if they were not already in the collection, the librarian would not think now of spending actual money, he will go on expending year after year, care, time, shelf space and catalog space until these items far exceed the actual cost of the book, and yet he will feel that he has carefully conserved the library's property!" Many libraries have made costly additions of new rooms or have erected new buildings to accommodate their growing collections, when the money thus spent might have been utilized in enriching their collection of live material had the shelves been freed from dead books. "Good live books are often lost or buried among dead ones. It has been shown by experiment again and again that a collection of best books, when grouped by themselves, receive twice as much use as when scattered among old and obsolete material. A library's shelves attract readers not in proportion to the number of volumes on them but in proportion to the amount of fresh and vital material which they contain. There are many libraries where the very first requirement for a revival of interest and increased service is a firm and vigorous policy of elimination. . . . It is certainly easier to know the value of a book which has been on the shelves for years than that of a book which has not yet been bought. Every time books are selected for purchase, other books are rejected, and rejection after purchase and after a test of years is certainly

Discarding books—Continued.

an easier matter than rejection before purchase where no tests of actual value have been possible. Once get rid of the fallacious idea that the main expense of a book is its original cost and realize that its principal expense to the library is for its care and maintenance, and the rejection of a useless book from the shelf will be found not only as easy but easier than the rejection of a doubtful title from a proposed buying list. . . . The thing to be insisted on is that the progressive, efficient library is not a mere accumulation of books but a selection, and this selection should represent not a mere succession of past acts but a continuous and active process."

Lord Rosebery and Mr. Gosse on dead books. Lib. J. 36: 630-41. D. '11.

Lord Rosebery in a speech made at the opening of the Mitchell library in Glasgow took occasion to criticize the tendency of great public libraries to house what he terms "dead books." A great collection represents a "cemetery of dead books, or books half alive." Edmund Gosse, librarian of the house of lords, supporting Lord Rosebery's position says: "Let me have the audacity to say that I am and have long been in favor of an enormous destruction of printed books. I believe in selected and concentrated libraries. . . . Why should a printed book be considered a sacrosanct object? Why should it not enjoy its hour or its day of usefulness and then disappear?" Wide newspaper comment has been occasioned by the statements of these two distinguished men. Who would be entrusted with the delicate task of destroying the superfluous? asks the London Daily Mail. Looking back over the past it is easy to see the mistakes that would have been made. The works of Shakespeare would have been destroyed; those of Ben Jonson preserved for our delectation. In a later age Byron would have been given an honored place while Keats and Shelley would have been remembered only as hapless men who died young. "Who shall decide? Not the disagreeing doctors certainly." John Thomson, librarian of the Philadelphia Free library comments on Lord Rosebery's speech in the Philadelphia Public Ledger: "What is meant by a dead book? Any reader could string together 20 names of Latin authors, Hebrew authors, writers in Paris, and so on, and it would be difficult to prove that they were live books, yet those works are absolutely indispensable in a public library. . . . It is an everyday experience of librarians of institutions housing three or four hundred thousand volumes that whenever, in a fit of wonderment how more shelf space can be secured, they set about a great house-cleaning and proceed to relegate to some obscure corner, to the furnace or to a second-hand book store a number of books (that seem to have outlived their usefulness), that as soon as this work of cobweb sweeping has taken place numerous applications are made for one or twenty, perhaps, of the volumes that have been removed as dead wood. Dead books are, if such things exist, old copies of works of which newer editions, brought up to date, have been published. A book on medicine which has passed thru six or seven editions may well be rejected, so as to leave only the last and probably the last but one, editions on the shelves. The earlier ones may properly be relegated to infrequently used stacks, but beware of burning them, for students have to refer to dozens of 'dead books' when tracing the development of some theory or practice which may be branching out into wholly unexpected lines of scientific work."

Nightmare of dead books. Dial. 51: 459-60. D. 1, '11.

In the demand for the ruthless destruction of books that have passed the stage of active usefulness, there is much that is not to be taken seriously. "The older and larger libraries serve a distinct purpose in being the store-

houses of printed matter that no single student and no small library can afford to own and keep. The least likely book is occasionally called for by somebody somewhere. Therefore let the great libraries of the world retain their vast collections intact, but let the newer ones heed the outcry against dead books and use every possible precaution to acquire none but living and useful ones. Finally, who would undertake to determine, and by what rule, the books that are sufficiently dead to be cast on the funeral pyre?"

Selection and rejection of books. J. C. Dana. Lib. J. 33: 148-9. Ap.; Same. Pub. Lib. 13: 177-8. My. '08.

"Always it must be kept in mind that use alone does not justify the expense of retaining a book. The use must be sufficient to warrant the expense. . . . A book that for any reason is no longer a good working tool in the library in which it finds itself, surely adds to the cost of that library's maintenance. . . . It is a mistake to accept everything that comes, especially gifts. They should be scrutinized with care before being added to the shelves."

Weeding out. J. G. Faraday. Lib. Asst. 5: 46-50. Ja. '06.

Old and useless books must be discarded to keep a library in a thoroly efficient state. "Municipal libraries are not intended for purposes of research and scholarship, but to afford an opportunity for the average citizen to improve his education." Therefore they do not need to preserve books for the same reason that national or special libraries do. Expense of shelving books and keeping them in repair should be considered, and in libraries where an indicator is used the cost of charging is no small matter. No rigid rules can be laid down for the choice of books to be thrown out because conditions vary in different libraries. Where more than one copy of a book has been purchased to meet an extra demand all but one copy of it may well be discarded when the demand ceases to exist. Books only required at long intervals may be thrown out. Many donations are worthless and may be withdrawn after an interval of time. Magazines are hardly worth preserving in municipal libraries. But "no book, however old, should be discarded before it has been efficiently superseded. . . . Books, maps, etc., of local interest should never be discarded. Be careful not to disturb works which have found a place in literature or those which are by original authorities. Books of all classes containing good and reliable illustrations should always be retained. . . . Books of bibliographical interest should never be discarded. When a doubt arises as to the advisability of discarding a volume, the wiser course is always to retain it."

Discipline.

Problems of discipline. M. E. Hazeltine and H. P. Sawyer. Wis. Lib. Bul. 4: 65-80. Ag. '08.

"Order and good behavior are absolutely imperative in the library. Good manners, that outward and visible sign of the respect for the rights of others, should be expected of children. How? By never failing yourself to treat them with respect, courtesy and justice. To distinguish between unavoidable disturbances and those made with mischievous intent. To see and hear only the things that you can prevent, else your nerves will get the better of your judgment. Allow children as much freedom as possible, consistent with the rights of others—and don't nag. In case of bad behavior, make a tactful and pleasant appeal to the child first, thereby giving him a chance to reinstate himself. This appeal failing, reprimand in no uncertain terms. Dismissal from the room is the natural punishment for refusal to obey regulations. . . . Limitation as to the number of times a week a mischievous child may visit the library has a good effect. A sus-

Discipline.—Continued.

pendent sentence of permanent dismissal on failure to behave has a most salutary effect. Re-instate as soon as there is an evident desire to improve. In our zeal to control the child, some have lost sight of the fact that it is quite as important to teach the child to control himself; that if he is to become a good citizen, he cannot learn too early to respect the rights of others."

Disease. See Contagion; Disinfection.**Disinfection.**

See also Contagion.

Are books carriers of contagion? *Bibliothekar*. 1:50. S. '09.

Disinfection of books. *il. Librarian*. 2: 110-2. O. '11.

Disinfection of books. *Lib. J.* 35:65. F. '10.

Disinfection of books. B. R. Ricards. In *American Journal of Public Hygiene*, August, '08. p. 325-332.

"This article on book disinfection considers the methods of disinfection by formaldehyde and by steam, reaching the following conclusions: 1. Formaldehyde is inefficient as a means of disinfecting books. 2. Steam sterilization of books is rapid and efficient. The books are not materially harmed by the process, except in the case of leather bindings, provided the care is taken to thoroughly warm the apparatus before the insertion of the books, thus preventing much condensation of moisture. Dry steam does practically no damage, except to leather binding. By this process books can lie flat, and thus avoid any tension on the bindings, provided that there is not too great a thickness of non-heat conducting material beneath them. Books to be disinfected should be subjected to dry steam for at least thirty minutes at fifteen to twenty pounds' pressure." *Library Journal*.

Disinfection of books. T. Stoop. *Boekzaal*. 3: 220-1. J1. '09.

The library of Dordrecht has tested and adopted the disinfecting apparatus of Dr. Berlioz of Grenoble. The books are subjected for two hours to the fumes of a preparation which appears to be perfumed formalin. The apparatus costs 250 francs, and holds ten to fifteen octavos.

Disinfection of school books. J. Boyer, *Sci. Am.* 101: 60-1. J1. 24, '09.

"The books first go thru the beater. This machine is a long box connected at one end to an ordinary stove, and provided at the other end with a door thru which open racks containing the books are introduced. Inside the box wooden rods are caused to rise and fall, alternately, by cams placed on a cylinder which is turned by a crank. A ventilating fan and a sliding drawer complete this apparatus, which is mounted on trestles. When the crank is turned, the rods strike the covers of the books and dislodge the dust. The heavy dust falls into the drawer upon a mass of sawdust, saturated with a powerful disinfectant, while the lighter dust, carried off by the air current, is consumed in the stove. After this treatment, the books are suspended singly by pliers from a series of open metal racks, the covers of the book being bent back. Thus the pages are freely separated, and give easy access to the antiseptic vapor. These racks are mounted on rails, on which they are run into the disinfecting oven. . . . The ovens are sheet-iron boxes, hermetically closed. Two sides of the box can be raised by cranks to admit the book racks. In the center of the oven is a vessel filled with a solution of formic aldehyde, into which dips a strip of felt, which can be moved up and down from the outside of the oven. The ovens

are heated, by steam pipes placed below them, to 122 deg. F. The irritating vapor of formic aldehyde makes its escape thru a pipe at the top of each oven. The operation of disinfection is simple. The vessel is filled with formic aldehyde, and the racks laden with books are pushed into the ovens, which are then closed and heated to the required temperature for a few hours. After the heating is stopped, the volumes are allowed to remain in the ovens until the next day, when they are found to be entirely aseptic. This improved process of disinfection does not injure either paper or cardboard."

Fumigation of books with formaldehyde vapor. Library association of Portland, Oregon, 44th annual report, 1907. p. 15-9.

A spinal meningitis epidemic raged in Portland in April, 1907, and the health officer ordered the library closed and the building and books fumigated with formaldehyde gas. Feeling that perhaps the closing and fumigation were unnecessary, a letter was sent to librarians and bacteriologists asking their opinion on two points, viz. "1. When books were known to have been in houses where cases existed of scarlet fever, measles, diphtheria, small-pox, tuberculosis, or epidemic cerebro-spinal meningitis, must they be destroyed or can they be perfectly sterilized? 2. Will formaldehyde in a closed room sterilize books stacked on shelves?" The conclusion arrived at was that "it is better to destroy books where they have been exposed to contagious diseases, and that vapors from formaldehyde will not sterilize books stacked on shelves. . . . Many librarians have written that there never has been a case of contagious disease on the library staff. Mr. Walter L. Brown, librarian of the Buffalo public library, gives expression to this view when he says: 'The Buffalo public library has been open for ten years with a staff running from sixty to eighty people. Last year we circulated 1,200,000 books and we have not yet had a single case of contagious disease. Of course, every book must be handled in the library by the staff. We think this fact is well worth noting in connection with the fear of the spread of contagious diseases thru library books. Our experience is not at all unique.'"

Public libraries and tuberculosis. C. Marvin. *Pub. Lib.* 11: 433-4. O. '06.

Reports from New Zealand on book disinfection. H. Baillie. *Lib. J.* 34: 260-3. Je. '09.

On his return to Wellington, New Zealand, Mr. Herbert Baillie reported upon book disinfection in the United States. There were complete arrangements between libraries and health departments whereby the library was given prompt notice of all cases of infectious disease, and in most cases the health authorities undertook the destruction or disinfection of the book. A few libraries had a small formalin disinfecting apparatus. An investigation made in Portland, Oregon, tended to encourage the destruction of infected books. Germs found on library books are for the most part harmless. Formaldehyde gas will not disinfect books in stacks. Placed singly in a fumigating chamber, books may be effectively disinfected. Books, like paper money are not such carriers of contagion as they are popularly supposed to be. Librarians seldom contract contagious diseases. In New Zealand those suffering from infectious diseases are not permitted to use library books.

Documentation.

Institut international de bibliographie. F. Weitenkamp. *Lib. J.* 33: 403-4. O. '08.

A document is "defined as anything which represents or expresses, by the aid of any signs whatever (writing, image, diagram, symbols), an object, a fact or an impression. They register all that is discovered, thought, imagined,

Documentation—Continued.

projected, from day to day. The documentary method draws from these documents the facts necessary for study and research, thus truly offering to the student the collaboration of all who have previously worked over the same question. A division of labor and a more complete utilization of acquired results is thus made possible. Documentation, therefore, is the systematically organized intermediary between the public and the documents. The necessity of systematic organization in documentation is imposed by the existing and continually increasing considerable mass of documents (about 150,000 books and 4 to 500,000 magazine articles annually), the fact that the material is not centralized but scattered in the libraries of the world, the very faulty nature of the inventories (catalogs wanting in many libraries or not up to date), insufficiency of old methods, growing need of information as efforts 'internationalize,' the 'raw material' nature of the documents even when made known to the searcher." The Institut international de bibliographie "has gradually developed to the point of purposing to become the institution charged with internationally organizing documentation, a task necessitating a permanence, a continuity and a fullness of effort surpassing the possibilities of individuals and even of the groups of a single country. Organized on the bases here described, universal documentation would truly become in its collections and its different repertoires, a vast intellectual mechanism destined to class and condense scattered and diffused knowledge, and to distribute it wherever needed. It would constitute a vast application of the ideas of cooperation, division and cooperation of efforts. It would constitute a work of capital importance assuring the extension and continuity of international intellectual relations."

Science of books and documentation. P. Otlet. *Bul. de L'Inst. Internat. de Bibliographie*. 8: 125-47. '03.

The author "outlines the science of books in its various branches, and the need of systematic study of documentary material."—Lib. J.

Duplicate pay collections.

Circulation. (p. 9. Annual report, 1907. Seattle public library.)

"The duplicate pay collection of current fiction still proves popular and permits a more satisfactory use of the main book fund. As soon as they pay for themselves these books are transferred to the regular shelves. On January 1, 1908, this collection contained 582 volumes, representing 98 different titles, and the receipts during the year amounted to \$799.91."

Duplicate collection. (In Fifty-first annual report of the Wilmington Institute free lib., 1907-8, p. 23-5.) O. 36p. pa. Wilmington Institute free lib.

"In its favor it may be urged (1) That the pay collection in no way interferes with the free use of the library since just as many copies are bought for the free shelves as before. (2) That in the end it works to the advantage of all, even of those who do not wish to pay, since as soon as a book pays for itself it is placed on the free shelf and the total number of copies available is much larger than the library could possibly afford to purchase by the old plan. (3) That it is much better for borrowers to take books from our pay collection which is carefully selected than to get them from various commercial organizations which pay no attention to selection."

Duplicate pay collection. J: G. Moulton. Lib. J. 35: 397-400. S. '10.

"If we acknowledge that fiction is worth buying at all, we ought to buy it when it is new and talked about. The world is moving too fast in all lines to admit waiting a year to

prove the value of fiction before buying it. The public library that did that conscientiously would soon close its doors from lack of support, or the librarian would be transferred to other fields of usefulness. Admitting that we must have fiction, and few healthy-minded people will deny it, why not use any reasonable means of supplying the demand without too great a drain on the library's resources? The duplicate pay collection is at present a popular means of meeting the demand. . . . The St. Louis public library was probably the first to adopt the plan. It was started there in 1871, when the library was a subscription library. . . . The experience in Haverhill may be typical, and the practice is as follows: In June, 1906, with \$50 loaned from the general book fund the librarian bought duplicates of the novels then most in demand. They were loaned at the rate of 2 cents a day. Up to the end of 1906 about 100 volumes were bought. They cost about \$116 and earned about \$118. During the next year the collection became self-supporting and the original loan was repaid. Up to the present time about 500 volumes have been bought. As long as they circulated well they remained in the duplicate pay collection. When they ceased to be much called for they were given to the main library or the branches, if they were needed. Otherwise they were sold for 25 cents each, if any one would buy them. The collection is kept small as only the latest books circulate well. Generally only fiction is bought, but a few books of non-fiction much in demand like Worcester's 'Religion and medicine' are occasionally bought. These do not pay for themselves. A few duplicates of popular light opera scores were once bought, but they did not circulate and were soon given to the library. Now, from one to five copies of all novels bought for the library are bought for the duplicate pay collection. At one of the branches there is also a pay collection. Some books do not pay for themselves, but others earn more than they cost. The collection as a whole is self-supporting, and there is now a surplus on hand which will probably be devoted to the library. All expenses connected with the collection, such as covering cloth, labels, and record books are paid for out of receipts. The only expense to the library is caring for and charging the books. This expense is more than offset by the value of the books given to the library from this collection. As one of the objects of our pay collection is to have clean books, we cover them with binders' cloth called 'vellum de luxe,' and renew the covers as soon as they are soiled. These covers give the books a distinctive appearance somewhat like the Tabard Inn or Book lovers' library books, which perhaps appeals to the vanity of some who take them. All stamps and marks of ownership are put on the cloth covers and not on the books, so that when they are given to the library or sold they are clean and fresh in appearance. . . . The collection is placed conspicuously on open shelves near the loan desk. Any number may be taken by a borrower, but we do not reserve them. Several non-residents who cannot take the regular library books take these duplicates. Occasionally travelling men take them and sometimes summer visitors, or other visitors from out of town. . . . Objection is made because it competes with commercial enterprises. But why not? Public libraries themselves are competitors of book stores, and the special commercial enterprises most affected would be of the type of the Book lovers' library and Tabard Inn, which now need not be considered. The objections, strange to say, come largely from within the libraries, and from those who have not tried the plan. The public like it. The only difficulty we have is explaining to some who are wilfully dense that we have free copies of all books in the collection, and that we are enlarging rather than restricting privileges. . . . The charges range from 1 cent a day to 10 cents a week. One library charges 5 cents a week, another 10 cents for two weeks. When the charge is by the week the limit is usually one

Duplicate pay collectors—Continued.

week with a charge of 2 cents a day after that. Those charging by the day have usually no time limit, but use a system of notification after a certain length of time. The charge by the day seems to be the most generally used and 2 cents a day the usual charge."

Meeting the demand for the latest fiction.

J: G. Moulton. Lib. J. 34: 501-2. N. '09.

A duplicate pay collection was started with \$50. The second year the collection was self-supporting, and the \$50 loan was repaid. All books in the collection are duplicates of the regular library books.

Pay duplicate collections. C. Bacon. N. Y. Libraries. 1: 76-8. Ap. '08.

The charge for pay duplicates is usually 6 to 10 cents a week. "No book is supposed to be put into the duplicate collection unless there is a free copy in the library. . . . When a book has paid for itself, it should be transferred to the free shelves, thus increasing the number of copies available there, without expense to the library. In order to know when a book is ready for transfer, one must keep an account with each book or title." It is objected that it is illegal for a free library to rent books but so far as known no case has ever been tested in court.

Reasons for a rental collection. Wis. Lib. Bul. 5: 25. Ap. '09.**Duplicates.**

See also Duplicate pay collections.

Care and disposal of duplicates. H. R. Mead. Lib. J. 32: 202-3. My. '07.

In checking a collection of books for duplicates be sure to retain the best copy for the library; to consider the desirability of extra copies; to keep all editions. When a volume is to go to the duplicate collection mark "dup" inside the cover and underneath it put the class number of the library copy of the book which will help in shelving it. On the title page underline "the name under which the book is cataloged, or if the real name does not appear add it in lead pencil." The judgment of the reference and loan librarians in regard to retaining extra copies will be found helpful. A card catalog of duplicates is certainly a desideratum. It is essential in making exchanges, and by consulting it the reference librarian may be able to supply a need when the regular copy of the book is out. To dispose of duplicates by auction is expensive, but exchange is often mutually advantageous. For this purpose a hectographed or mimeographed list may be sent to libraries that are likely to need the books the library has for exchange. "An ideal scheme of exchange would be to have a state, a national, and an international duplicate or exchange bureau. . . . But the great expense and comparatively small value of duplicates would hardly place such a project on a paying basis. . . . Some of the state commissions are undertaking similar work, and always with advantage to the libraries concerned."

Cooperation in the distribution of duplicates. H. Putnam. A. L. A. Bul. 3: 161-2. S. '09.

The Library of congress has difficulty in distributing its many duplicates. State, historical or public libraries might be induced to undertake the work of distribution, acting in co-operation with the Library of congress and other libraries.

Exchange of duplicates. N. D. C. Hodges. A. L. A. Bul. 5: 71-2. Jl. '11.

The experience of the Cincinnati public library in exchanging duplicates has not been satisfactory and from this time on they will be disposed of thru the auction room. Other libraries prefer to send the titles to other

libraries which in turn send their titles and so an exchange is made.

Notes on the disposal of duplicates. S. A. Pitt. Lib. Assn. Rec. 12: 393-5. Ag. '10.

"Two methods in use in America are the clearing-house and the card system. Mr. Melvil Dewey, in his evidence before a joint committee of congress a few years ago, emphasized the need of clearing-houses, and pointed to the good work being done in this way by the public document division. And it is well known that Columbia college and other libraries have used the card system with success. The clearing-house has much to recommend it, but even on a small scale here its cost would be prohibitive. The card system, however, in a simple form, would be inexpensive and probably quite effective. Cards containing brief author entries, with names of owners of duplicates, might be collected and arranged at a convenient centre, where they would remain for reference cards being withdrawn as books were 'placed'. Once a year, preferably a short period before the annual conference, printed copies of the list of duplicates remaining might be distributed amongst members of the Association. Probably many duplicates would be disposed of in this way, but occasionally, where one of more value called for fuller information than the list supplied, or, where written negotiation had failed to effect sale or exchange, the desired result might be gained by personal interview at the conference. The list could be produced at trifling cost, and the expense incurred would be met by a small charge for insertion of titles."

Dust.

See also Care and preservation of books.

Dust in libraries. W: McGill. Lib. World. 12: 204-7. D. '09.

"Let the cleaner take a shelf of books at a time to a table on which there is a box of wet sawdust. Each volume should be held over this box and gently brushed with a fairly hard brush, thus allowing the dust to fall into the box, where it becomes absorbed by the wet sawdust. Then let a well wrung out cloth be taken and rub the shelf gently but firmly, so that the dust instead of flying about, will adhere to the damp cloth. This cloth should be washed and wrung out frequently and others should always be lying ready at hand, so that a clean one can be taken as required. The cloths should be washed when done with, and be ready, after damping, for use next morning. If the library can afford to buy a good dusting machine, such as Harvey's, so much the better. This machine sucks the dust into a bag by pneumatic action, and the bag can be removed from the machine and emptied at convenience. Up to a certain point of cleanliness, floors can be adapted to lay the dust to some extent, and oiled and wax-polished floors will be found effective. Regarding floor dressings for laying dust, there are several on the market which are well spoken of, such as 'Florigene,' 'Dustabato,' etc. These are suitable for ordinary wood, cement, concrete, or linoleum, and are disinfectants and almost odorless. In use, 'Dustabato,' prevents the dust from rising when sweeping, for instead of the ordinary result of a cloud of dust rising in front of the broom, the dust becomes impregnated, and thus being heavier, it will not rise but forms into rolls along the floor, which are easily collected for removal."

Duty on books. See Tariff.**E**

Education, Bureau of. See Bureau of education.

Educational libraries. See Bureau of education; Pedagogical libraries.

Electric lighting. See **Lighting.**

Encyclopedias.

Hidden poison. R. Franz. *Bibliothekar.* 1:29-30. Jl. '09.

A warning against certain biased and unscholarly works.

Establishing libraries. See **Organization of libraries.**

Evaluation. See **Annotation; Book reviewing.**

Examinations.

See also *Civil service for libraries.*

American library examinations. *Lib. World.* 13: 86-90. S. '10.

Examples of the examination papers at the library school at Albany, N. Y.

Education of the librarian: elementary stage. H: D. Roberts. *Lib. Assn. Rec.* 8: 559-63. N. '06.

The first library examination given in England was held in July, 1885, and only three candidates presented themselves. After that little was done until 1892. Then there were only seven candidates and only one obtained a certificate. Since 1898 the education committee of the Library association is responsible for the conduct of the examinations. Of late years the increase of candidates is marvelous.

Educational qualifications for service in the New York public library, circulation department. N. Y. *Libraries.* 1: 242-3. Jl. '09.

Examination questions for admission to service in the grade which apprentices first enter.

Examination in literary history; hints to candidates. E. A. Baker. *Lib. Assn. Rec.* 9: 390-4, 443-51. Jl.-Ag. '07.

Guide to librarianship; a series of reading lists, methods of study and tables of factors and percentages required in connection with library economy. J. D. Brown. 93p. 2s. 6d. '09. Libraco limited. London.

A revised and enlarged edition of the Annotated syllabus for the systematic study of librarianship published in 1904. It is "designed for the use of students entering for the professional examinations of the Library association." Six chapters are devoted to the six divisions of the examination. The requirements and method of study are given briefly at the beginning of each chapter, followed by bibliographical entries topically arranged. In literary history the requirements consist of a "knowledge of the outlines of English literature (including American), especially of the period 1750 to the present day. A special period will be set each year, of which a more detailed knowledge will be expected, including a first-hand acquaintance with the texts of the more important books of the time. Candidates will be required to satisfy the examiners as to their knowledge of the editions and forms in which important works have been published." Students are advised to obtain a "brief, elementary survey of the whole field before proceeding to the study of details." For this survey the articles on English literature in the encyclopedias, Brooke's English literature, Saintsbury's Short history of English literature, Morley's First sketch of English literature, Nichol's Tables of European literature and Beer's Short history of American literature are recommended. The bibliography is extensive, ranging from the encyclopedias for general reference to special periods and forms of literature. For advanced

reading Craik's History of English language and literature and Hallam's Introduction to the literature of Europe, and for special periods and forms Saintsbury's History of Elizabethan literature, Walker's Age of Tennyson, Courthope's History of English poetry, Ward's History of English dramatic literature, Dunlop's History of fiction and Trent's History of American literature are particularly mentioned. The requirements in the elements of practical bibliography include a "knowledge of historical typography, including the invention of movable type, great printing centers and printers, and book production generally; authorship, publishing, and bookselling, including copyright; book description and the compilation of bibliographies; universal, national, trade and subject bibliographies; book and periodical selection, and aids and guides." Some knowledge of every printer and his works seems to be required. For a preliminary, general view of the subject, candidates are advised to read Rawling's Story of books, and the articles on bibliography in the encyclopedias. Brown's Manual of practical bibliography should serve as a text book. References are given under the topics: evolution of the printed book, block books, invention of movable type, incunabula, spread of printing, great printers, varieties of type, colophons and title pages, methods of dating, book illustration, paper, bookbinding, authorship, publishing and book selling, collation and description of books, essentials of good book production, compilation of bibliographies, universal, national and trade bibliographies, and book selection. Many of these references are to library periodicals. For the examination in the classification of books, the requirements are a "knowledge of the theory of classification in general, and its logical basis; applications of classification to knowledge in general, particular sciences, and books: principal schemes of book classification, their history, structure and notation; application of book classification to the shelves of a library—guiding shelves, marking books, distinguishing sizes, shelf listing, etc. An important point which must be constantly kept in mind is to avoid confusing the classification of books with the cataloging of books. It is possible to catalog a book under many heads, but it can be classed at one place in a classification scheme." A chronological list of the principal classification schemes is given. Notations should not be confused with classification. The introductions to the Decimal classification and the Subject classification, and Richardson's Classification should be studied. References are given under the topics: principles and arguments, logic, classifications of science, schemes and commentaries, and application of classification to shelves. The cataloging examination involves a "knowledge of the history of cataloging and the various forms of catalogs and their objects; codes of cataloging rules, catalog compilation, including author entries, joint authors, corporate authorship, anonyms and pseudonyms, subject, title, form, series, reference and other entries, analytics, annotation, references and indexes, alphabetization, punctuation and other preparatory matters; the printed catalog and its preparation for the press; manuscript catalogs and their preparation; author, subject, classified, dictionary and other forms of catalogs, and the bulletins, reading lists and other supplementary lists issued in connection with them; mechanical methods of displaying catalogs—cards and cabinets, sheaves, guard books, placards, etc." Cataloging is a "practice study and no amount of reading will make a good cataloger. . . . The most useful introductions to the study will be found in Brown's Manual of library economy, Hitchler's Cataloging for small libraries, and Quinn's Manual of library cataloging." It is important to know the main features of the International cataloging rules and Cutter's Rules for a dictionary catalog. References are given under the topics: theory and principles, comparison of different systems, co-operative cataloging, codes of rules, author catalogs and entries, subject catalogs and entries, dictionary catalogs, classified catalogs

Examinations—Continued.

and lists, bulletins and reading lists, methods of compilation, indexing, annotation, and forms of catalogs. Library history, foundation and equipment require a "knowledge of the history of libraries; private libraries and book collectors; British, colonial, and United States library laws, and powers and duties conferred by them; committees, finance, staff; buildings and fittings, including planning, specifications and other details; book buying and accession methods; rules and regulations, policy of the public service, hours, fines, open shelves, etc. Savage's Story of libraries and book collectors, supplemented by encyclopaedia articles, Brown's Manual of library economy and a few articles on legislation and architecture cover the general features of this phase of the subject. Lists of the important libraries in Europe and the United States are included. Library routine is described as a "knowledge of principal methods of arranging the fittings, furniture, etc. in public rooms of all kinds; charging methods, records and forms, including indicators, cards, ledgers, etc.; registration of borrowers; special departments and collections of all kinds: aids to readers, including lectures, reading circles, information desks, book exhibitions, classes, relations between staff and public, and instruction in use of catalogs and library systems in general, museums and art galleries, including legislation, varieties and relations with libraries, but excluding their administration and arrangements; book-binding, stationery, printing, filing and preserving records, periodicals, etc.; office and staff routine and checks on work and readers; statistics. Students who are employed in library work will find this subject comparatively easy, but those who are not in the library service will think it as difficult as any. Educated persons who desire to enter library work should endeavor to obtain employment in some library as voluntary workers in order to obtain the necessary practical experience." Brown's Manual of library economy and Dana's Library primer are suggested as general reading. References are given under the topics: administration of reference, lending and juvenile departments, charging methods, registration of borrowers, reading rooms, arrangement of periodicals, school libraries and deliveries, ladies' rooms, branches, delivery stations and traveling libraries, local collections and surveys, special collections, reading for the blind, lectures and reading circles, staff and aids to readers, museums and art galleries, book binding, orders and checking, book repairing, filing of periodicals and statistics. A final chapter on "factors and percentages" is made up of statistics on the various subjects of the examination. These include the number of books in existence, annual output of books in several countries, classified statistics of books in public and other libraries, systems of classification and cataloging in operation in British municipal libraries, history and equipment of British libraries, including finance, income and expenditures. Practically all phases of library activity are covered by these statistics.

L. A. examinations. G: T. Shaw. Lib. World. 13: 359-60. Je. '11.

L. A. examinations 1909. T. E. Turnbull. Lib. World. 12: 130-2. O. '09.

Library assistants and the study of literature. Lib. World. 8: 72-5. S. '05.

Library association examinations. Lib. World. 11: 387-8. Ap. '09.

Library examinations in theory and practice. Lib. J. 30: 15-8. Ja. '05.

Discusses qualifications necessary for library workers and the kind of questions which should be asked in examinations.

Model questions in classification. W. C. B. Sayers. Lib. World. 14: 43-5. Ag. '11.

Professional examination, 1910. W. C. B. Sayers. Lib. Assn. Rec. 12: 354-60. Jl. '10.

Some thoughts on professional training. E. S. Fegan. Lib. Assn. Rec. 13: 237-42. Jl. '11.

Standardized examinations for juniorships. E. A. Baker. Lib. Assn. Rec. 11: 470-3. N. '09.

State examination for librarians. Pub. Lib. 13: 173. My. '08.

"A bill has been introduced into the Ohio senate to provide for the appointment of a state board of library examiners. It is proposed that this board will issue certificates for a term of years or for life to such persons as are found to possess the requisite requirements. The certificates are to be for different grades of library work. The board of examiners may accept a diploma or other evidence of graduation from a recognized library school as evidence of the required qualifications and issue a certificate without further examination."

State examinations and state certificates for librarians. C. F. Baldwin. Lib. J. 31: 806-8. D. '06.

It would seem impracticable for the state to conduct examinations until direct aid is given to libraries. This is now given in nine states only.

Teaching of literature. Lib. World. 8: 85-7. O. '05.

Training of library assistants: a neglected aspect. W. Powell. Lib. Assn. Rec. 12: 163-73. Ap. '10.

Notes on this article are given under the heading Librarians and assistants.

Exchanges, International. See **International exchanges.**

Exchanges between libraries.

See also Clearing houses; Cooperation; Duplicates; International exchanges; Loans, Inter-library.

Picture exchange for small libraries. M. Palmer. Neb. Lib. Bul. No. 3: 1-3. N. '06.

Notes on this article are given under the heading Pictures.

Exhibits in libraries.

See also Christmas exhibits.

Artistic advertising. A. V. Milner. Pub. Lib. 10: 356. Jl. '05.

Book exhibitions. G. F. Staley. Lib. World. 10: 106-8. S. '07.

"The display of manuscripts, books, specimens of printing and binding, is a practice perhaps unsurpassed in awakening and fostering interest in books and book production. . . . On the occasion of a book exhibition, notices in the local press and an article in the library bulletin recounting the features and the objects of the exhibition will do much to secure public attention not only for the exhibition but also for the library's work generally."

Book exhibits in Manila. Lib. J. 35: 367-8. Ag. '10.

Exhibits in libraries—Continued.

Boys' exhibition at the Greensboro, N. C., public library. Greensboro Daily News. N. 26-27, '10.

"Meaning, as it does, the creation of interest among the boys in applying useful ideas to practical endeavor and achievement, the exhibition is of far-reaching consequence, and is of such great value that if the citizens of Greensboro appreciated its full significance they would lend their efforts and attention to making it perpetual and on a larger scale." Already it is inspiring the boys to "more determined efforts along the lines of material usefulness and endeavor." Five wireless outfits are on exhibition. "The sheer pluck and spirit, the library comes somewhere near fulfilling the real object of its existence, despite determination to make their ideas practical, making their instruments from scraps that have been left as useless by electricians, pieces of tin, rude blocks, stray wires, is admirable." An aeroplane that will fly is exhibited by a twelve year old boy, "made by his own hands and fashioned after his own ideas. . . . Encouragement of their efforts, and expressions of interest in their accomplishments will mean an incentive to their rounding out ideas that are now just beginning to flourish. . . . The first things that catch the attention of one entering the room are the clicking of instruments, the ringing of bells that have been touched off from across the room by waves of electricity, and the busy air of the little fellows as they adjust the screws and the delicate portions of their instruments. You are handed a receiver, place it over your ears and you hear distinctly the little clicks—dots and dashes as they are called in the Morse code. You understand nothing, of course, but the experienced young hand and ear take the receiver, and he repeats a message that has been sent without the aid of wires. These boys know what they have done, and can explain every detail of their work. . . . They crowd about you in groups and feverishly tell what this wire is for, that switch, that bell, these planes and this propeller, and they not only give you the opportunity of experimenting with the things, but explain the principles that are at work. They give you free exhibitions of electrical phenomena, and are supremely happy to be able to do so." The exhibition was pronounced a decided success and another one is announced for next year. One of its promoters says "I see that this is simply a forerunner of greater efforts on the part of the boys, and the nucleus of what may be a salient feature in the establishment of a museum in our public library. It may also stir up our business men in such a way that some step may be taken in establishing a workshop in some part of the city where those boys who are unable to work in the daytime may come and carry on their experiments during the evening. It will keep them from the streets and lead in new ideas."

Christmas book exhibit in libraries. M. W. Plummer. Lib. J. 36: 4-9. Ja. '11.

Notes on this article are given under the heading Christmas exhibits.

Do exhibitions develop the reading habit? Affirmative. F. R. Goring. Lib. Asst. 7: 68-9. Ja. '10.

Do exhibitions develop the reading habit? negative. R. L. Dumenil. Lib. Asst. 7: 69-71. Ja. '10.

Exhibitions. N. Y. Pub. Lib. Bul. 13: 119-20. F. '09.

Exhibits in the New York public libraries have included: Work and life on the Panama canal, plates from the report of the Canal commission, a trip through Switzerland, photographs, Flaxman's Illiad and Odyssey, Chap-

man's Illustrations from bird life, colored plates from Sprague's Wild flowers of America, natural history pictures from reports of the New York state forest, fish and game commission, articles made by Iroquois Indians, articles from the Philippines and China, tropical butterflies, florists and seedsmen's catalogs, postal cards from Switzerland, color prints of battle ships, etc.

Exhibits in the children's room, Fort Wayne public library. M. A. Webb. Lib. Occurrent. 2: 191-2. Mr. '11.

After conducting a successful Christmas exhibit in December, the Fort Wayne, Ind., children's department planned and carried thru an aeroplane exhibit in January. The exhibit was announced before the holidays to give the boys an opportunity to work on their models thru vacation. The boys showed much interest and books and magazine articles on the subject of aeronautics were in great demand. During the exhibit talks were given on two evenings by students of the high school, at which the boys evidenced a great desire to talk things over together and to get new ideas, from one another.

Exhibits in the public library. L. M. Fernald. Minn. Pub. Lib. Com. Notes. 2: 195-8. D. '09.

The art exhibit is the most frequent and popular. Attention of average people can be more easily drawn to the art of the illustrated journals first. Higher forms can then be shown. Local exhibits of manuscripts, early work, costumes, relics are always popular. Hero exhibits are especially profitable for the children. History, the magazines with their indexes, drawing and color work, pottery, holidays, non-fiction books are all good topics for exhibits.

For dealers in intellectual wares. World's Work. 12: 7484. My. '06.

Notes on this article are given under the heading Advertising the library.

Holiday exhibitions. H. R. P. Croydon Crank. 2: 30-3. Ap. '00.

Holiday literature and picture exhibitions. J. Warner. Lib. World. 12: 49-54. Ag. '09.

An account of the exhibit in the Croydon public library. The exhibit consisted of printed material in the shape of guide books, pamphlets, lists of lodgings, maps, plans, prints, photographs, pictures and lantern lectures. Railway and shipping companies, tourist agencies, pleasure and health resorts were asked to contribute their advertising and descriptive matter, pictures and lantern slides. From the material received a Handbook of holiday literature was compiled. "In order to introduce the exhibition, six preliminary lectures, by leading authorities on holiday centres, were given in the week preceding the opening. The lectures for these occasions were either suggested by holiday agencies or selected from personal knowledge. Brief lantern tours, lasting about forty-five minutes, were given at 7 and 8 p. m. each evening the exhibition was open. The intervals were devoted to supplying material in response to the numerous requests for literature on the subjects of the preceding tours. For the purposes of these lantern tours the slides were selected from the lists submitted by the recipients of the circular letter. The accompanying lectures, as a general rule, were given by the senior officers of the staff either from personal knowledge or from notes supplied with the slides. Occasionally, however, they were given by outside men acquainted with the particular subject. A list of these lantern tours was contained in an eight-page 'Syllabus and programme of lantern tours,' issued in connection with the exhibition." The exhibit was well advertised and liberally patronized.

Exhibits in libraries—Continued.

Industrial exhibit. W. F. Sewall. Pub. Lib. 12: 235. Je. '07.

"The exhibit was representative of the leading manufacturing industries of Binghamton, and the processes, as well as the finished products, were on view. In some cases manufacturers sent men to explain details. The exhibit included scales, flour, glass, chairs, combs, silk, whips, perfumery, shoes, wagons, sleighs, tobacco, wood alcohol, etc. . . . The exhibit attracted hundreds of persons to the library for the first time. Lists of books bearing on the industries represented were given visitors, and resulted in increasing the membership of the library."

Library exhibit by a normal school. Pub. Lib. 10: 361. Jl. '05.

Library exhibit in the small town. B. M. Shaw. Vermont Lib. Com. 3: 2-3. Mr. '08.

It pays to advertise the library and make it the most attractive place in town so why not exhibit there anything of interest in the town. Amateur photography, native woods, manufacturing industries, the work of the public schools, needle work, etc., have all been exhibited in the Maclure library, Pittsford, Vermont.

Library exhibitions. A. C. Piper. Lib. World. 12: 275-80. Ja. '10.

"Exhibitions form one of the best means of inducing people to take an interest in the library. A large number of persons will come to visit an exhibition out of mere curiosity, and this curiosity gives place to interest, and eventually (with perhaps a little judicious coaxing by the librarian and his staff) these people become borrowers. Each one of these borrowers tells someone else of the advantages gained by belonging to such an institution, and, consequently, there is a large increase in the number of people who use the library; therefore the usefulness of the institution is also much greater. . . . The majority of exhibitions held in connection with libraries will of necessity be book exhibitions, bearing on some subject or another of interest, but they need not be confined solely to books; for example, a local exhibition could very well be arranged in connection with a public library and would comprise not only books, but prints and pictures, and various objects illustrating the history of the locality. An exhibition of prints and pictures other than local also forms a perfectly legitimate venture for a public library. The various circulating exhibitions of the South Kensington museum must also not be forgotten. They can be loaned for a certain period upon application to the authorities, and one of these admirable collections would form a very interesting library exhibition. In America exhibitions are arranged dealing with a variety of subjects, but a great many of them seem to be alien to the purpose of public libraries. . . . A favourite exhibition among librarians is that of specimens of the incunabula and of other rare and curious books. . . . Exhibitions devoted to the various trades are very useful and helpful, especially in large manufacturing centres. The best books dealing with the trades of the neighbourhood should be exhibited, and notices calling attention to the exhibition should be circulated amongst the local mechanics' clubs and institutions, employees in large works, and other centres of industry. In this way the workman is brought into actual contact with the literature relating to his particular trade. . . . Wherever possible, let the public freely handle the exhibits. Of course, in some instances, it will be inadvisable to allow direct access, as for instance in an exhibition of early printed books and like rarities; such exhibits as these must be shown under glass. . . . While the exhibition is in progress, the librarian and his senior assistants, and if possible, members of the li-

brary committee, should, at intervals, give brief addresses relative to the exhibits, incidentally inviting those who have not yet taken out tickets to do so, and explaining that the books on exhibition form but a small part of the number of volumes in the library."

Library hints. Pub. Lib. 11: 508. N. '06.

Pasadena exhibit of library work with children. F. J. Olcott. Lib. J. 36: 345-7. Jl. '11.

This exhibit was prepared by the Training school for children's librarians to show the work carried on in Pittsburg. "The exhibit aimed to show by means of placards, photographs, and printed matter the various activities of a department organized to reach all children of the community, and also to explain methods used to promote more and better reading. The objects of library work with children were stated thus: 'To make good books available to all children of a community; To train boys and girls to use with discrimination the adult library; To reinforce and supplement the class work of the city schools (public, private, parochial, and Sunday school); To cooperate with institutions for civic and social betterment . . . and with commercial institutions employing boys and girls; And first and last, to build character and develop literary taste thru the medium of books and the influence of the children's librarian.'"

Picture exhibitions. M. F. Carpenter. Wis. Lib. Bul. 7: 123-7. Jl. '11.

"Perhaps there is no phase of the modern library movement which does more to enrich the lives of the people than the work done with pictures. In small towns where there are no museums or art collections, where the public does not have within its reach the opportunity of seeing the best in art, the library can play an important part in placing in the hands of the people the means whereby they can learn to know good pictures. For this reason, picture exhibitions, or any kind of work with pictures which will be of educational value, either from the artistic or the practical standpoint, is a legitimate part of library extension. No library to-day can be called modern and up to date which has failed to give some attention to the use and collection of pictures." The library that finds itself getting into a rut is advised to try a picture exhibit. Much can be accomplished by giving exhibitions in relation to the school work. Such subjects as colonial times, civil war, American Indians can be utilized. The exhibition should be thoroly advertised. Make use of the newspaper, posters, and announcements thru church and school. Such an exhibit should awaken a desire for personal research, hence reading lists should be made out, or books relating to the subject of the exhibit should be displayed in the same room. To a large extent the influence of the exhibit will depend on the arrangement and hanging of the pictures. Burlap makes a good background, and burlap screens can be used to good advantage. Space should be left between the pictures. "The enjoyment of even an inferior picture hanging alone, or with a few others in a room, is even greater than that of a collection of masterpieces crowded together." A list of sources from which pictures can be obtained accompanies the article.

School and library wild flower day at Oakland, Cal., public library. C. S. Greene. Lib. J. 30: 344-5. Je. '05.

The first year 63 varieties of flowers were named and 1700 people visited the show. The next year there were 127 varieties of flowers and 3050 visitors.

What exhibitions can do. J. C. Dana. il. Printing Art. 11: 215-24. Je. '08.

During the past five years the Newark, N. J., free public library has held fifty-one exhibi-

Exhibits in libraries—Continued.

tions . . . which were open an average of two weeks each and were visited by 252,000 people. . . . Not all the exhibits have originated with the library or been installed by it, but all have received attention from the library staff and nearly every one has been looked after by a library attendant during all the hours of opening. They have been held because they seemed a proper part of a public library's work in this community. . . . In every community may be found a moderate amount of museum enthusiasm. In towns not overtopped by a greater neighbor this enthusiasm finds expression, and museums are established and grow. In Newark the enthusiasm is not lacking, the opinion that a suburb needs nothing fine of its own is losing its force, and it has seemed that if a public building of dignity and spaciousness would but offer room and care, a part of the local museum enthusiasm would express itself in deeds. This thought has been justified by the outcome." To mention a specific example: "The rebinding of worn books is one of the librarian's greatest difficulties. Modern machines have caused the old-time, all-round hand-binder almost to disappear, and yet nearly all library binding must be done by hand. Librarians have asked for cheapness rather than for excellence. The consequence is that most library binding is badly done, does not keep clean, and soon breaks. The subject is one of interest to craftsmen, and on its art side to collectors. It seemed a proper subject for an exhibit. For more than a year material was collected as opportunity offered. Samples came from makers of and dealers in leather, cloth, imitation leather, boards, thread, glue, endpapers, etc. From the library's own bindery came dummies showing every step in the process, and samples of binding in many styles. From other libraries came like samples. Nearly all this material was mounted on sheets of pulp board about 13 x 17 inches in size and labelled. From local collectors and New York dealers were borrowed a few examples of art binding, and these were shown in inexpensive glass cases placed on temporary stands. Facsimiles of art bindings from catalogs and books were mounted on cards and hung with the other things. Samples of library binding and illustrations of the process were put on tables. This exhibit was visited during four weeks by about 2,500 persons. The visitors included binders, librarians and their assistants, and collectors. It was well reported in the papers, and the leaflet describing it and giving a list of the best books on the subject was widely distributed. It was then packed and started on a tour to the libraries and schools that asked to show it. It went as far west as Wisconsin and as far south as Virginia. Reproductions of parts of it were sold in Boston and in Texas. It travelled for about two years, returning twice in that time to be refreshed and brought up to date. . . . It was shown in thirty-four cities, was seen by many thousand persons, and was the text for many newspaper notes and for many talks on binding and other industrial arts. It is now thoroly revised, reduced in size, and stored with kindred material in the Newark library, waiting its opportunity to be again in use. This exhibit cost a good deal of time, thought, and money. In return it helped its makers to get much needed information about a very difficult and neglected craft. It drew the attention of scores of librarians to the poor quality of their bindings. It dignified a worthy craft in the eyes of many. It was the immediate cause of the production of a modern book on library rebinding, and it led to the appointment by the American Library Association of a permanent and active committee on the subject of rebinding by libraries and binding by publishers."

Exhibits of libraries (outside the library).

Exhibits at the fairs. Vermont Lib. Com. Bul. 7: 4. D. '11.

The Vermont library commission prepares an exhibit to be sent to the different county fairs thruout the state. It is felt that in this way the work of the commission is brought

to the notice of many people who could not be reached in any other way. "At the fairs we meet everybody; including many persons who do not know that the commission exists and who greet our exhibit of travelling libraries and pictures with exclamations of delighted surprise. They stop to enquire. We give them application blanks for state aid in establishing a library, for annual aid for libraries already established and for traveling libraries." Copies of the bulletin, catalogs, maps, bookmarks, and other printed matter outlining the work of the commission are also distributed.

Library exhibits at fairs in Vermont. R. W. Wright. Pub. Lib. 16: 384. N. '11.

Queensborough public library budget exhibit. Lib. J. 36: 641-4. D. '11.

Expansive classification, Cutter's. See Classification—Cutter's Expansive classification.

Extension methods. See Advertising the library; Library extension.

F

Fairy tales. See Children's reading.

Fiction.

See also Best books; Book selection; Censorship; Non-fiction; Reading.

Best modern novels; a classified list of thirty-five hundred of the best modern novels that are in active use in the public libraries of the United States. W: A. Borden, comp. '10.

"This is a list of the novels on the 'Classified shelves of the Young men's institute of New Haven, Conn., that have been in active circulation during the past two years. It is published with two distinct purposes: To assist librarians in classifying their fiction, should they wish to do so, and also to furnish them a list of live novels, arranged as most people think of novels, by subject matter or by type. . . . A great part, if not the greater part, of the fiction read is the new novel, the best seller, the latest thriller. Why? Not because it is any better than the novel published ten years ago. It is not so good as those published then that are still being read. But it is the only novel the average reading public knows about that it has not already read. The list is the outcome of an attempt to so arrange a reasonably large number of really good novels that this same 'average reading public' would not only feel assured of their quality, but would also know, at a glance, just what kind of a story would be found behind the title on the back. In the Institute, this subject classification of fiction has resulted in a large increase in the circulation of these hitherto unknown novels, and a corresponding decrease in the demand for the one published yesterday. In the process of working out a practical classification of fiction it was found expedient, in my own library, to leave unclassified the works of certain well-known authors, unless we had duplicates, as our readers had become accustomed to looking for them on the alphabetical shelves."

Classic fiction: a study and comparison of 13 "lists of best novels." N. L. Goodrich. N. Y. Libraries. 1: 140-1. O. '08.

Classification of fiction. Lib. World. 7: 290-3. My. '05.

Fiction—Continued.

Classification of the form classes. Lib. World. 10: 321-5. Mr. '08.

Notes on this article are given under the heading Classification.

Classifying fiction. W: A. Borden. Lib. J. 34: 264-5. Je. '09.

Notes on this article are given under the heading Classification.

Courses of novel-reading. H. W. Mabie. Ladies' H. J. 26: 28. S. '09.

Sixteen groups of titles including novels of plot, character study, humor, realism, the West, New England, the South, the sea, English life, and historical, romantic, problem, sociological, old fashioned, and recent novels have been carefully selected.

Decline in the reading of fiction. W. C. B. Sayers. Lib. World. 12: 453-5. Je. '10.

"It is not so much that the fiction writer of to-day is a bad writer—from the technical points of style and strength I imagine he is better than ever he was—but the line of demarcation between fiction and non-fiction gradually grows fainter; in fact the novel in the old sense of the word is dying out."

Evil that books do. E. L. Pearson. Pub. Lib. 16: 188-91. My. '11.

The evil influence of certain classes of books has, in the writer's opinion, been much exaggerated. The only boy he ever knew who attempted to run away to the west to fight Indians was influenced to the act, not by the proverbial dime novel, but by Colburn's Arithmetic and Somebody's Speller. Boys should be discouraged from reading dime novel literature, not because it is immoral, but because it is bad art. The same is true of a few sensational and much-advertised novels for adult readers. Libraries exclude them, as a matter of course, but in announcing their exclusion the library only assists in the advertising.

Experiment in fiction. J. A. Rathbone. Ia. Lib. Q. 6: 17-8. Ap. '09.

To raise the standard of fiction reading requires quiet, persistent efforts to make better books known, to emphasize without appearing to force them. The Newark public library has a printed list of one hundred of the best novels, and a case containing copies of these novels is placed near the delivery desk. "In Buffalo the experiment was tried successfully of placing in novels of the lowest class admitted to the library, lists of books of a slightly higher grade, and in these, still better lists. As for example in the back of one of McGrath's books a list headed 'Some other good books,' and containing for example, McCutcheon's Graustark, Oppenheim's Maker of history, Hope's Prisoner of Zenda, Davis' Soldiers of fortune. While in Soldiers of fortune might be suggested Churchill's Richard Carvel, Wister's Virginian, Spearman's Whispering Smith, F. H. Smith's Caleb West, Winthrop's John Brent. The philosophy of this means of approach to the mind of the reader is that you must start with him where he is, begin with something he likes, and following the lines of least resistance lead him to something better." A typical example of a graded list of fiction is: from E. P. Roe to George Eliot; Roe—Opening of a chestnut burr, Lyall—Donovan, Holland—Nicholas Minturn, Montresor—Into the highways and hedges, Phelps—A singular life, DeLand—John Ward, preacher, Mrs. Ward—Marcella or Robert Ellesmere, George Eliot—Adam Bede. As a cure for Henty, the following are suggested: Brady—For the freedom of the seas, Crockett—Black Douglas, Weyman—House of the wolf, Stevenson—Treasure Island, Couch—

Splendid spur, Runkle—Helmet of Navarre, Scott—Ivanhoe, Dumas—Count of Monte Cristo.

Fiction anthologies. Lib. World. 11: 7-14. Jl. '08.

"Libraries are frequently in need of a list of collections of short stories and folk-tales." This article contains the "first installment of such a list." It includes "the best-known collections in English of novels and folk and fairy tales." While it is not exhaustive it is representative and will serve for ordinary purposes.

Fiction as a diet. W. Hutchinson. Good H. 51: 193-6. Ag. '10.

Fiction in the public library. A. O. Jennings. Lib. Assn. Rec. 10: 534-41. N.; Discussion. Lib. Assn. Rec. 10: 558-64. N. '08.

"The function of a public lending library is to provide good literature for circulation among its readers, and the same test must be applied to its works of fiction as to the books in its other departments: they must have literary or educational value. . . . Every public lending library should be amply supplied with fiction that has attained the position of classical literature, such as the works of Scott, Dickens, Thackeray, George Eliot; and among more modern writers, Stevenson, Kipling, Meredith, Hardy. These names are, of course, merely given by way of illustration, and each library must be allowed to make its own rules as to admission into the charmed circle, provided that it can satisfy its conscience that the suggested test has been applied. . . . The provision of mere ephemeral fiction of no literary value, even if without offense, is not within the proper province of a public lending library."

Fiction library. Pub. Lib. 13: 411. D. '08.

"The tendency among librarians, as among other educational institutions to-day, is to specialize, and I would give the fiction library full recognition. I would even where possible, give it a separate building with special attendants specially trained for this work, make the building as attractive to fiction lovers as possible and secure the cooperation of the readers in the matter of buying new books. With properly trained attendants in this field it would be possible to classify fiction and even to paste in each volume a typewritten list of other books dealing with similar subjects to be found in the library. Thus, historical novels would contain a list of the best histories of the countries referred to or biographies of the characters mentioned in the novel, or histories of battles, and so on."

Fiction, old and new,—as advertised. E. T. Reed. Minn. Pub. Lib. Com. Notes. 3: 58-61. D. '10.

The large amount of new fiction read "is the direct result of commercialism, and the artificial aspects of the age. . . . 'Under natural conditions great fiction gets its due' always. As librarians we can remedy the best seller craze by elevating our own tastes, by having enough of the classic novels to supply the demand, by displaying these as prominently as the novels of the hour, and we 'may adopt the very methods of commercialism, and out-Herod the Herods themselves. Thus, a series of placards might read: 'John Halifax; 30 of our boys and girls have read it; have you?' 'Ramona has already visited 20 homes in this city. Yours?' 'David Copperfield; millions have read it; thousands are doing it now.' 'Jean Valjean: he is a world's hero, and should be yours.' And so forth, as flamboyantly as you dare. It sometimes takes fire to fight fire."

Fiction problem. N. Y. Libraries. 2: 252-3. Jl. '11.

Fiction problem. A. H. Millar. Lib. Assn. Rec. 13: 431-4. D. '11.

Fiction—Continued.

Flood of fiction. *Liv. Age.* 251: 179-84. O. 20, '06.

Free libraries and fiction. W. H. Harwood. *Westm.* 165: 209-15. F. '06.

Free public libraries as promoters of subscription libraries. C. K. Bolton. *Pub. Lib.* 12: 175. My. '07.

The policy of buying only the best in fiction is turning many cultivated people from the public to proprietary libraries. People want to get at the library the books that are being read and discussed in society.

Great fiction bore. *Lib. World.* 11: 127-33. O. '08.

Guide to the best historical novels and tales, by J. Nield. *Review. Lib. Assn. Rec.* 13: 221-3. Je. '11.

History in fiction: a guide to the best historical romances, sagas, novels and tales. E. A. Baker. 2v. D. per set, \$1.50. '07. Dutton.

An enlargement of an earlier work, *Guide to the best fiction*. It is classified, arranged and indexed for the convenience of the student. "Its two small volumes deal, the first, with English historical fiction, the second with American and foreign subjects. . . . The general arrangement is chronological under the various countries, but a novel and acceptable feature is that, wherever possible, there is added, in the fashion of a foot-note, information about fiction actually written in the time treated by the books in the regular text." (*Outlook*)

How far should the demand of the public for popular books be supplied? P. B. Wright. *Pub. Lib.* 13: 122-3. Ap. '08.

Twenty-five to forty per cent of fiction is a good working basis. It is folly to buy all the newest fiction. As to censorship of fiction "to place books of a questionable nature on the open shelves with no label other than a fiction call number and a meaningless title cannot be approved on any ground."

In defense of Emma Jane. J. D. Brown. *Lib. World.* 11: 161-6. N. '08.

If novels were only to be chosen for their educational, literary and moral value, the result would be to drive the people from the public libraries. In the first place, the selection made would be so limited as to be exhausted in a short time even in the small libraries. Secondly, this class of fiction would not appeal to a large part of the reading public. "No matter what the aims of public libraries are supposed to be, all kinds of tastes and powers of appreciation have to be considered in libraries, just as they are taken into account in daily life in such matters as food and drink. There are thousands of people to whom the insipid and commonplace, or merely clever, alone appeal, just as there are people who prefer unsalted mashed potatoes to caviare and Hindoo pickles. . . . The great majority of public library novel-readers are women, and it is impossible to get many of them to read authors like Turgenev, Balzac, Scott, Thackeray, Cooper and others of even a lower literary standard. They want novels of every-day life, written for women by women, in which the story completely overshadows style, educational intention, and even conventional morality. . . . The clear line is certainly for library committees to provide novels of every kind by authors of repute, and to exercise care in keeping those of a morbidly sexual tone from boys and girls. If this is done with discretion there need be

no fear in the public mind that municipal libraries will become engines for the destruction of conventional morality or the distribution of inferior literature."

Large circulation of fiction, what circulation shows and how circulation can be improved. N. Y. Libraries. 2: 154-6. O. '10.

Notes on this article are given under the heading *Circulation of books*.

List of legal novels. J: H. Wigmore. Northwestern university law publishing association. 30c.

List of musical novels. *Musician.* 15: 451. Jl. '10.

One hundred of the best novels. 50c. per 100. Free public library, Newark, N. J.

Place and treatment of fiction in public libraries. D. W. Herdman. *Lib. Asst.* 6: 375-80. Jl. '09.

Standard fiction is an interpreter of life, and deserves a place on the shelves of public libraries. A careful reduction of the stock of fiction in many libraries is recommended. New libraries are advised to limit fiction to 15 or 20 per cent of the entire stock. Annotations of fiction entries in the catalog "cannot be too strongly advocated. Such annotation need not be critical, lest the librarian, who is only human, should allow his individual taste too free scope; but a brief outline of the aim or purpose of the work, or of the period treated is invaluable. . . . When a novel bears upon any particular phase of life, or period of history, or description of a locality, it would prove of much interest to insert a note directing the reader who wishes to pursue the subject further, to non-fictional books treating upon that subject. . . . Fiction illustrating a subject might with much utility be given a cross-reference entry in the subject-catalogue."

Predominance of fiction in public libraries. *Lib. J.* 30: 473-4. Ag. '05; Same. *Ia. Lib. Q.* 5: 63. O. '05.

Report of the committee on prose fiction. *Lib. J.* 31: C207. Ag. '06.

Selection of fiction. B. M. Johnson. *Vermont Lib. Com. Bul.* 6: 2-7. D. '10.

The tests of language, simplicity and clearness, good taste, truth, and of the effect on the reader, should be applied to all books. "After having applied all of the tests, we may include novels portraying a happy and refined home life, even though lacking something of strength of style or interest of plot; we may include stories of daring and adventure, which stir the blood and stimulate courage without glorifying brutality; we may include mystery stories, which present problems for clever brains to solve without making the evil courses of the villains (or heroes) alluring; we may include romances which bear us away from this workaday world to a land of beautiful women and noble chivalrous men, provided that the wings of the story do not weaken or falter or drop us by the way; we may include all books which tend to cultivate the imagination, to make us keen and alert, mentally, to make us fine, happy, kind, broad and strong."

Small library and the fiction problem. F. Stuhlman. N. Y. Libraries. 1: 78-9. Ap. '08.

A good working basis for purchases for the average small library is 40 per cent adult fiction, 40 per cent other classes of literature for adults and 20 per cent juvenile literature. The

Fiction—Continued.

cost per volume of the fiction should be as low as possible, compatible with well made books of reputable literary quality. For instance, in a \$50 purchase, \$10 expended in fiction, if judiciously selected, will give nearly the required 40 per cent of volumes purchased. Add \$4 for juvenile fiction and there remains \$36 for works of more permanent value. Thus expended, the \$50 will permanently enrich the library and at the same time provide entertainment that will be satisfactory to the public."

Standard of fiction in public libraries. E. A. Baker. Lib. Assn. Rec. 9: 70-80. F. '07.

An argument "that novels which are genuine literature should not only be admitted to our libraries, but duplicated over and over again . . . but that the sensational, the unliterary and the ephemeral novel, which of course outnumbers the former a hundredfold in the book market, should be ignominiously rejected."

—Discussion. Lib. Assn. Rec. 9: 98-103. F. '07.

Subjects fit for fiction. O. Wister. Lib. J. 31: C20-4. Ag. '06.

Successful experiment in directing the reading of fiction. F. L. Rathbone. Lib. J. 32: 406-7. S. '07.

In every library there are many copies of well-known novels for which there is no current demand. The Buffalo public library made these useful in the following way. Graded lists of popular novels were prepared. "The first list was chosen to place in the books of still less literary value than books mentioned on the list. A list was placed in every copy of every book by Mrs. Holmes, Mrs. Wilson, Florence Warden, etc., the 'borderland fiction' that most libraries have contained and that many libraries are not replacing. The second list included many titles that when new every library was forced to duplicate freely. This list was placed in all copies of all books by the authors mentioned on the first list, and in many others of about the same quality. Each list was always better than the book in which it was placed." The result was surprising. Such a demand was created for books on the lists that more copies had to be purchased. "The reason seemed to be that a new public had been introduced to the books. We had tried to see that no novel was listed which, if chosen first, would lead the borrower to abandon the list as uninteresting. We had tried to see also that the holding quality of every story, from the start was paramount to its literary quality, that all were refreshing love-stories and had attractive titles and that but one story by an author was given. . . . We headed each list 'Popular novels' and printed them on varied tints of paper."

Thousand of the best novels. 3d ed. 5c. '08. Free public library, Newark, N. J.

Ugliness in fiction. Edin. R. 207: 440-64. Ap. '08.

Uses of fiction. A. E. Bostwick. A. L. A. Bul. 1: 183-7. Jl. '07.

"With those who are intellectually young, whether young in years or not, the narrative form of expression is all in all. . . . Not only all the fiction, adult and juvenile, but all the history, biography and travel, a large proportion of literature and periodicals, some of the sciences, including all reports of original research, and a lesser proportion of the arts, philosophy and religion, are in this form. . . . In the library we may and do see that harmful literature is excluded but we cannot be expected to see that books which are not in themselves injurious are not sometimes used to excess."

What makes a novel immoral? C. Bacon. N. Y. Libraries. 2: 4-12. O. '09; Same. Lib. World. 13: 129-40. N. '10.

"The book which degrades our intellect, vulgarizes our emotions, kills our faith in our kind, is an immoral book; the book which stimulates thought, quickens our sense of humor, gives us a deeper insight into men and women, and a finer sympathy with them, is a moral book, let its subject-matter have as wide a range as life itself."

Files, Vertical. See Vertical files.

Filing of periodicals See Periodicals.

Finance.

See also Accounts; Administration; Fines; State aid to libraries; Tax for libraries.

Basis of support of organizations for public library work. F. F. Hopper. Pub. Lib. 16: 238-44. Je. '11; Same. A. L. A. Bul. 5: 148-54. Jl. '11; Same cond. Lib. J. 36: 406-10. Ag. '11.

Taxation in some form must provide the chief means of support for the public library. The degree of support which the library receives will depend on the extent to which people understand its importance to the community. Often the largest taxpayers are the ones who least recognize the value of the library. "We must prove to them the important factor which the library is in public education, the elevating and enriching influence which it should have on the character of the people, the economy which it is in the ownership and use of books, the increased value which it undoubtedly gives to property, the reduction which its existence probably causes in taxes necessary for the care of crime, the slight per capita cost, the value the business and trades of the city may derive from the efficiently administered public library." More care needs to be given to the preparation of budgets for presentation to city councils and state legislatures. The cost of running each department should be more accurately shown. It is to be hoped that a scheme of accounts whereby this would be possible can sometime be worked out. The factors determining the size of the budget will be the population of the city and the cost of library service per capita, and the amount of taxable property in the city and its value. Other factors, the character of the population, density of population, etc., will vary with each city. While there can be no absolute test of library efficiency some effort should be made to balance up cost of maintenance and work accomplished. Next in importance to a definite system of accounting, libraries need some standard system of counting circulation statistics.

Budget for the library. Pub. Lib. 16: 430-1. D. '11.

Estimate of annual expenditure for an established library, with an income of £220. O. C. Hudson. Lib. World. 10: 134-6. O. '07.

Financial responsibility of the librarian. E. F. McCollough. Wis. Lib. Bul. 6: 120-1. S. '10.

The librarian must administer the library in a business like manner if she would gain respect. "Recommendations as to expenditures must be carefully weighed before they are presented to the trustees. Exact estimates as to cost should be quoted when possible. The sin of extravagance is one which no librarian can afford to commit." Library records should be absolutely up to date. The librarian should learn the business methods of other city departments and adopt as many of them as may prove useful in her own work.

Finance—Continued.

Library funds and balances. Ia. Lib. Q. 6: 73-4. Ja. '10.

Tidiness and cleanliness in the appearance of the building, frequent additions of a few new books, and alert and obliging librarians, may exhaust all the funds at the disposal of the library trustees, but will be worth more to the institution than a handsome balance at the end of the year. There are, of course, special needs and emergencies that make it necessary for the trustees to accumulate funds for some special purpose, but it is much better for this to be accomplished, and the expenditure made before the close of the year rather than to take the risk of reporting a large balance."

Library loans. R. F. Bullen. Lib. Asst. 8: 170-4. Ag. '11.

Money making for the smallest libraries. F. Hobart. N. Y. Libraries. 1: 199-203. Ap. '09.

Notes on this article are given under the heading Small Libraries.

Normal library budget and its units of expense. O. R. H. Thomson. Penn. Lib. Notes. 4: 46-56. O. '11.

It is to be doubted if our library budgets are budgets at all. "Originally the word implied a scheme of receipts and expenditures adequate to the administration and development of the country for which it was composed. If adequacy has anything to do with the matter we shall hesitate to dignify our annual estimates by such a term; rather stigmatizing them 'apportionments of income, the amounts of which, instead of being proportioned to the necessities of certain communities, are purely adventitious.' The younger of our library journals has adopted as its motto, 'the library is an integral part of public education,' but our libraries are not budgeted as tho it were. Every school is compelled to furnish instruction to every child under a certain age in an assigned territory; libraries are not put in position to furnish books to all the population—they are told to furnish as many books as their haphazard funds permit, to as many readers as they happen to attract." No fixed relation between expenditure and volumes circulated has ever been recognized; no uniform proportion between population served and volumes circulated has been attained; and the discrepancy between the receipts of various libraries as proportioned to the population they are intended to serve is astounding. "It is this extraordinary absence of uniformity in library expenditure that makes it so difficult for most libraries to persuade the authorities to put them on a reasonable basis. In the matter of starting libraries anybody is privileged to do anything, and the more inadequate the performance the more is the approbation expected. Most of us know of a library, named after an individual, recently established in a city of almost 50,000 inhabitants, with an endowment of less than \$3,000 a year. Such things should be made by law as impossible as the establishment of a school system capable of instructing but 10% of the children. The inadequacy of more than half of our public libraries is the cause of the slight esteem in which they are generally held by business men and taxpayers. If the business man, the mechanic, the seamstress, the cook, the bookkeeper, the engineer, the contractor and the minister, find that despite the fact that their town or city has an ornate library building, they must still buy two-thirds of the books they wish to consult themselves, are they to be blamed for regarding the library as an institution devoted to the giving out of picture books to children and novels to women? . . . It does not seem too much to laymen to

demand that a librarian should be able to state what a library adequate to any given community should cost; and be able to give a fairly accurate exposition of the necessity of the various units of cost that make up the total. Do we do this in practice? I am afraid most of us rely on vague statements, like, 'Well, such and such a library spends such and such a sum,' but what it really costs to lend a volume or to catalog a volume we don't know. If we are asked what proportion of our income should be spent on books, we answer, 'all that is left after paying other expenses', which is really sound wisdom tho it does not sound like it." By means of a hypothetical example the writer establishes the fact that certain expenses may be so closely estimated as to be classed as fixed charges, and that even the sum that is to be spent on books may be figured out on the basis of their use by the public. The point he makes is that the work of the library must be proportioned to the population and that "given the population it is practical to figure normal costs of administration."

Presenting the financial needs of the library. M. S. Dudgeon. Wis. Lib. Bul. 6: 114-7. S. '10.

If the library does big things for the community the community will be more ready to give it money. It should serve men of affairs as well as school children and club women. If it renders service to city officials that saves them time and money they will deal fairly with it in matters of appropriation. Give to these officials a budget of itemized expenses and if additional funds are asked for show how they will be used.

Public library and the state. M. B. Palmer. North Carolina Lib. Bul. 1: 101-5. D. '11.

The problem of finance is the chief problem of the public library in relation with the state. "The propriety of public support for libraries is generally accepted. No one questions the necessity for having schools and libraries supported by taxation. But the fact that there are in every community, men and women who are merely tolerant of the presence of the library if not absolutely ignorant of its existence, should make us realize our danger. As long as these conditions exist, we must never relax our vigilance nor cease our activity in demonstrating to the public that its money is being wisely expended. We must make the people feel that the public library is an indispensable part of municipal equipment." Even when the library tax is fixed so that library revenues increase with the increase of property, the librarian has a duty in keeping the people acquainted with the use that is being made of their money. In other cases where the financial support of the library depends on the good will of the people, every effort must be made to let the public know what the library is doing. Budgets, presented to city councils should be as clear and concise as possible. The council will require ample evidence that the money given to the library is spent wisely.

Securing proper support. N. Y. Libraries. 2: 209-10. Ja. '11.

Trustee's responsibility for the library income. L. E. Stearns. Wis. Lib. Bul. 6: 117-20. S. '10.

The finance committee of the trustees should attend the meeting of the city council at which the yearly budget is to be compiled in order to see that the amount needed by the library is actually included. It is unwise to have a surplus left from the preceding year for it sometimes leads to a lesser amount being appropriated. Apportion the funds to advantage and then spend them.

Financial libraries.

Aspects of a financial library. B. E. Carr. Lib. J. 35: 10-2. Ja. '10; Same. Special Lib. 1: 7-8. Ja. '10.

Notes on this article are given under the heading *Special libraries*.

Fines.

See also Accounts.

Every-day problems. M. Sterner. Minn. Pub. Lib. Com. Notes. 9: 29-30. D. '06.

"Since fines seem to be the natural way of settling the overdue book question as well as the one of lost and damaged property it is well to recall that the library belongs to the people and that they should be made to feel that as far as possible their individual interests are being considered. The loser of a book may be given advantage of the library discount; the one who returns an injured book, which may be made good by binding, may be asked to pay only the binding price; fines may be charged on the card occasionally, and ever and always the qualities which library people must have in such abundance are to be to the fore."

Fines and a fine-chart. F. W. T. Lange. Lib. World. 11: 31-2. Jl. '08.

To avoid mistakes in charging fines, check each day against the date as many strokes or crosses as there are pence owing on unreturned books.

Fines for overdue books. Wis. Lib. Bul. 2: 27-8. Mr. '06.

A symposium on library practice regarding fines in Wisconsin.

Fittings. *See* Furniture and fittings.

Folios. *See* Shelving.

Foreign languages, Books in.

See also Foreigners and libraries.

Books about America in foreign languages; compiled to aid in the selection of books for foreigners. A. L. Holding. N. Y. Libraries. 2: 92-8. Ap. '10.

Books for the foreign population. A. E. Bostwick. Lib. J. 31: C67-70. Ag. '06.

The peculiar distribution of nationalities in a city especially in the year or so immediately after arrival in this country is a great aid in providing reading for them as one or two collections of books in each foreign tongue would provide reading for all. The tendency is for people speaking the same language to seek the same locality. The New York library has taken advantage of this in circulating foreign books. Their experience is that the circulation is almost wholly among adults, the classes of book loaned being principally literature and fiction.

Books for the foreign population. J. M. Campbell. Lib. J. 31: C70-2. Ag. '06.

Foreign-speaking patrons constantly are saying "Give me some book about America in my language." If such books are not written the American library association should agitate the question until something is done toward it.

Books for the immigrants: Swedish. A. G. S. Josephson. Lib. J. 33: 505. D. '08.

Buying of foreign books for small libraries. A. Martin. Minn. Pub. Lib. Com. Notes. 9: 30-1. D. '06.

In communities where there is a foreign element in the population the demand for books

in their own language is latent if not active. Let the Library commission help in this matter if possible by sending out traveling libraries. If they cannot do so let four or five libraries combine to purchase such books.

Foreign books in the public library. L. M. E. Borreson. Minn. Pub. Lib. Com. Notes. 3: 111-2. D. '11.

Many people disapprove of having foreign books in the library, holding that this is "America for Americans," and that the public library should direct its efforts towards helping foreigners to become American citizens. "But those who advance this argument forget that a new language is not learned in a day or a month, or even a year; and that even if the older people who come learn to speak the language sufficiently well to make themselves understood, they do not read English with the ease and pleasure that they do their native tongue. It takes time for them to adapt themselves to the new conditions, and surely they ought not to be deprived of all recreational reading during this time. If these rabid Americans could imagine themselves in a foreign land like Italy, France or Germany, without a single English book to read, totally surrounded by people whose language they were learning to understand only little by little, would they not have a much higher opinion of that country and its institutions if its libraries furnished them free and without price books in their beloved English?"

King Oscar's traveling library. Minn. Pub. Lib. Com. Notes. 2: 101-2. Ja. '08.

A description of the collection of books in the Swedish language sent to the United States by King Oscar.

Library and the immigrant. J. M. Campbell. N. Y. Libraries. 1: 132-6. O. '08.

"French, German and Spanish books almost any of the large importers carry in stock and can supply you with lists from which to select titles. . . . Italian books. These usually have to be imported. Stechert, Lemcke & Buechner, Dryssen & Pfeiffer, and Brentano have small stocks but at rather higher prices than the two Italian dealers in New York, Vanni, 548 W. Broadway, and Francesco Tocci, 520 Broadway; but at these places the books usually are unbound. The dealers, however, will have them bound for you at a reasonable price, and this takes less time than to have them imported bound. The Italian publishers all issue excellent catalogs, usually indexed in a way few of our American publishers can touch. The majority of the Italians coming to this country are entirely illiterate, which is synonymous with saying they come from southern Italy; but when they read at all, they read the best class of literature read by any immigrants, except the Bohemians. . . . The advantage in buying translations of English authors in all languages is the ability it gives you to get readers to take the book in both languages and read them together which enlarges their vocabulary immensely. Dutch books. Mr. Martinus Nijhoff, Nobelstraat 18, The Hague, keeps a good stock and is very obliging. . . . Hungarian books. The large importers say these can not be bought in this country, tho we got a fairly satisfactory lot from Hugo Lederer, 53 Avenue C. New York, which we selected from what is known as the 'Franklin library,' a collection published a few years ago for an exposition in Budapest and containing many good authors and translations from English, American and French authors. . . . In importing Hungarian books direct, we have found Reval Bros. of Budapest obliging and helpful. Russian books. These are not difficult to procure. Stechert, Lemcke & Buechner, and Dryssen & Pfeiffer have small stocks. . . . Bohemian books. These we have bought from E. Velehl, 341 East 75th street, New York, and also from a Gerlinger, 150 West 12th street, Chicago, who is the publisher of the most popular Bohemian papers in

Foreign languages, Books in—Continued.

this country, the *Svornost*, a daily and Duch Casu, a weekly similar to our *Life*. If importing direct, Joseph Villmka of Prague will serve you. . . . Polish books. These may now be bought in New York from Dr. Vorzimer, 5 St. Marks place, who is the representative of the two largest publishing houses of Poland, Gebnerthner & Wolff of Krakow, and Altenberg of Lemberg. Polish books bought in Warsaw are subject to the censorship of Russia and those imported through Leipzig are liable to be confiscated by Germany if too patriotic in character. . . . Slovak books. While the term 'Slav' is applied in a broad way to cover the Russians, Poles, Bohemians, Ruthenians, Lithuanians, Croats, Dalmatians, Servians, Roumanians, Slovenians and Galicians, in speaking of Slovak literature, I mean that of the people from that part of Europe surrounded by the Tatra range of the Carpathian mountains. . . . We bought from Rovnlaneck & Co. of Pittsburg and New York, and Gasparik of St. Martines, Galacia, but all the books are poor in type and paper and have to be bound. Yiddish and Hebrew. The Jews are great readers and soon learn English. . . . We purchased from the Bloch Pub. Co., 738 Broadway, New York; Katzenelenbogen, 60 Canal street, New York; Druckermann, 52 Canal street, New York, and the Hebrew Publishing Co., 122 to 128 Leonard street, Brooklyn. . . . Steiger & Co., of 25 Park place, New York, have a very good catalog of dictionaries, grammars and interpreters in almost every known language. . . . To catalog our foreign books, we make brief author and title cards, typewritten, as that is easier for the foreigner to read than script. Hebrew and Russian cards have to be written by hand. We keep each language separate in the drawers of the cabinet and for the English catalog we simply make an author card, with 'see' Polish, German, Hungarian catalog, as the case may be; these seem to answer all purposes. We keep all the foreign books of each language together on the shelves, and every one has access to them."

Traveling libraries of foreign books. Wis. Lib. Bul. 1: 74-5. S. '05.

What Minnesota does for its foreign citizens. Mrs. K. M. Jacobson. Minn. Pub. Lib. Com. Notes. 9: 31-2. D. '06.

The Library commission of Minnesota adds without extra charge six books in a foreign language to any traveling library of English books which is sent to a traveling library station. Because of lack of foreign books only two can be added to an English home library.

Foreigners and libraries.

See also Foreign languages, Books in.

Carnegie library of Pittsburgh, and the foreigner. C. E. Howard. Penn. Lib. Notes. 3: 12-6. O. '10.

The library is one of the best agencies for self help for foreigners. They are quick to learn and eager to secure an education. Many of them take home primers and first and second readers so that they may learn to read and write at home. As a rule foreigners like good books.

Educational opportunity and the library. J. M. Campbell. Lib. J. 32: 157-8. Ap. '07.

Passale, N. J., started out with supplying newspapers in foreign languages. When it came to finding suitable books in various languages difficulties arose. Then the people were asked to say specifically what books they wanted and where they could be purchased. But two to five hundred titles exhaust the popular books in the Slovak, Bohemian, Polish or Russian languages and the patrons still wanted more books. It was suggested that they read English books, but the reply was they could not. There was no one to teach them. State money

could not be used for that purpose. The facts were brought before the legislature of New Jersey and a bill was introduced which if passed will enable any town to offer educational assistance to its foreign speaking adult inhabitants.

Helps in government and language for immigrants: bibliog. Pub. Lib. 16: 111-2. Mr. '11.

Human interest in library work in a mining district. A. J. Fiske. Pub. Lib. 13: 78-81. Mr. '08.

In Calumet and its vicinity there are probably 20,000 foreigners and there is therefore a large collection of foreign books, 3200 volumes, in the Calumet and Hecla library. The circulation of these books averages 10,000 volumes yearly. The reading room is supplied with at least two periodicals in each language and the back numbers of these circulate as books.

Library and the foreign-born citizen. S. Hrbek. Pub. Lib. 15: 98-104. Mr. '10.

"It seems eminently reasonable that the foreign-born citizen who is likewise a taxpayer and who, be it said to his credit, does far less grumbling than his more fortunate American neighbor when taxes are due, should be entitled to some degree of recognition in the matter, say, of language content of library books. . . . The imposing character of the main building of a public library, especially in a large city, has much to do with frightening away the possible foreign patron; hence the advisability of establishing branches in sections of the city populated by the class of foreigners to whom an appeal is to be made. . . . In the Bohemian department of the Cedar Rapids public library, an evening was recently devoted to the lovely little folk-songs of that nation and also its myths and stories. On another occasion, an exhibition of Czech posters and placards, the work of modern Bohemian artists, drew a crowd that came afterward, in lessened numbers to be sure, but they came as faithful users of the library and reading room. Later, the librarian who had visited beautiful Prague and its environs posted up a fine collection of photographs and pictures of public buildings and historic spots and landscapes in Bohemia and then invited the people of that nationality to come and see them. The pictures were left for a week or more and drew scores who never had come before, but who, by that visit felt their way enough to retrace their steps, armed with a signed membership card. . . . Publish the names of the books in the English papers and in the special papers of the particular nationality, if such papers exist in your locality. The editors of foreign papers will gladly print all such items and will attend to the translation of any message or information you have for your specific public. These foreign papers will also, as a rule, send their publications free of charge to the local library, provided they are asked to do so. It is well to state that the English papers will also give information from time to time about the new books in the particular language. In this way another means, making for rapid assimilation, is established. When some benevolently inclined club or individual gives a free program in your library auditorium, see that the papers published in a foreign language get a notice of the event as well as the English papers. The sooner they are made to feel that they are a part of the big city system which they, by their taxes, are supporting, the sooner will the amalgamation, the coalescence, the molding into a homogeneous mass of the foreigners within our gates become an established fact and not a mere dream on the part of the social reformer. . . . If we are to make ideal Americans of the foreigners, let some other agency than the professional politician train the citizen of foreign birth and let that agency be the free public library. If we are to unite the foreign-

Foreigners and libraries—Continued.

born citizens with all that is worthy in the native-born white, let us choose the library to be
 'The Sovereign Alchemist that in a trice
 Life's leaden metal into gold transmute.'"

Library and the foreign-speaking man.

P: Roberts. Lib. J. 36: 496-9. O. '11.

The first great need of the thousands of foreigners who come to America every year is a knowledge of English. The library is one of the few agencies qualified to help him to this knowledge. When conditions allow, classes in English may be organized under the direction of the library. Some of the New York city branches have tried the experiment with success. The foreigner needs assistance in the process of becoming naturalized. The classes in English have taken the first step, but the library can aid further by giving instruction in law and government. In arranging lecture programs, the foreigner should be considered. He needs especially to know something of American history, geography, and industrial progress. The foreigner also needs appreciation. The debt which America owes to the countries from which our foreign citizens come should be acknowledged. Lectures by eminent men of foreign birth would be a feature which would increase the self-respect of the new citizen. Much of the foolish prejudice against the foreigner can be removed by a wise selection of books on immigration. "Books giving the story of the nations from which we draw our immigrants should be recommended to the native born." The better we know the foreigner the less objectionable he appears. Another point to be remembered in our treatment of the foreigner is that in some way we should minister to his spiritual side. Men who have come from lands where song, poetry, architecture and sculpture are part of the daily life, have absorbed some degree of refinement. To preserve this sense of refinement and to further develop an inherent love of beauty is one of the privileges of the public library.

Library and the immigrant. M. Palmer.

Minn. Pub. Lib. Com. Notes. 2: 192-5. D. '09.

The library should aid in the education of the immigrant. The department of commerce and labor is issuing pamphlets in various languages giving information to immigrants about the government, institutions and opportunities. The library can use children, friendly priests, bosses of gangs of working men to distribute these. The library should have books and papers, almanacs, railway guides etc. in his own language for the immigrant. The librarian should inform herself about the native country, history, language and race of the foreigners in her community. The children may be the means of coming in touch with the adults, thus drawing them to the library or the night school.

Library in relation to special classes of readers: books for the foreign population. J. H. Canfield. Lib. J. 31: C65-7. Ag. '06.

The number of foreign born people in our country is large and it is important that they become desirable American citizens. How can they "be given most quickly a fair understanding of their new life and their new relations?" It is the part of the library to help toward this by supplying "good translations of elementary text-books in civics from English into other languages, and other literature that will be helpful to them in their new relations." The immigrant should have an opportunity to learn about the laws of the city where he lives in order that he may keep out of trouble. He ought to be able to find an authoritative discussion of the industrial conditions of the country. Later perhaps he would care to know

something of its political history. "All this is necessary for his immediate information and guidance in the choice of occupation and home, and is exceedingly desirable in his preparation for intelligent citizenship."

Library work among foreigners. J. Kudlicka. Pub. Lib. 15: 375-6. N. '10.

Do not try to Americanize the foreigner too soon. Try to preserve his love for his own traditions and language. He will be a better citizen for it.

Library's part in making Americans. M. P. Daggett. Delin. 77: 17-8. Ja. '11.

Patriotism and the public library. Dial. 44: 64-5. F. 1, '08.

The question is raised: Is it wise for libraries to provide books in their own language for immigrants? The article answers in the affirmative.

Public library and the immigrant. J. M. Campbell. N. Y. Libraries. 1: 100-5, 132-6. Jl., O. '08.

"If the immigrants of today are to be the voters of tomorrow is it not desirable that they should be educated? If we could put into their hands the first time they come into our libraries some books in their own language, telling of the conditions governing the life in the home of their adoption and what their part should be in aiding for the common good, I think we would forestall the unscrupulous politician and rob the political aspect of some of its anxiety. And this is really their own desire. Almost invariably when we ask the foreigners the first time they come to the library, what sort of books they would like to read, the answer is the same, 'Something about America in my language.' And it is not the history they want—the country's discovery, wars and political growth have only a passive interest for them—they want to know why their children are prohibited from working until 14, why compelled to go to school, in this free country, what becomes of the taxes they pay, since they have no czar, or royal family to support, who appoints the postmen and policemen, where they must go to get their naturalization papers, what constitutes a legal marriage here, and the thousand and one little things that are such well known facts to us, we hardly know where to turn to find them in print, and which have apparently never been printed in their language. This is the help they need and we seem so reluctant to give. . . . As long as we tax the foreigner for the support of our libraries, I think we should at least allow the classics of his literature to appear on our shelves."

Stranger within our gates; what can the library do for him? F. C. H. Wendel. Pub. Lib. 16: 89-92. Mr. '11.

A mutual understanding between ourselves and the new peoples who are coming into our country would go far toward solving many of the problems which confront us. Three channels for such an understanding are open: church work, public schools and public libraries. The library can be made the middle ground on which all of the races that make up our population may meet on a basis of equality. The librarian should acquaint herself with the home land, the history and literature of the people of her neighborhood or city. Some knowledge of the language they speak will prove a wonderful bond of sympathy. The librarian who knows German, French, or Italian is fortunate. Make the foreigner feel at home in the reading room by providing newspapers and magazines in his native tongue. "On the shelves of the library itself, the educated and cultured foreigners, of whom not a few come to America, should find the best of their own literature. It is not so much needful to have many books, as it is to make a good choice from both classical and recent literature in

Foreigners and libraries—Continued.

their respective tongues." After having made the immigrant feel at home, the library can play its part in assisting him to become a good American by providing the books he needs in his struggle to learn the English language. The best dictionaries should be at his disposal and translations of the best foreign books into English, and vice-versa, will prove of value. There are a number of good American histories in foreign tongues, such as Botta's History of our war of independence in Italian and Vlastes and Gkouttze's History of the United States in modern Greek.

Use of the library by foreigners as shown by the Carnegie library of Homestead, Pa. W. F. Stevens. Lib. J. 35:161-2. Jl. '10.

"It can hardly be expected that the library will have a marked influence on the 'grown ups' among the foreigners, but the influence over the children is most gratifying. In certain cases where the families were visited it was ascertained that the fathers and mothers listened eagerly to their children as they read aloud from their library books. This fact is interesting and becomes hopeful when it is observed that these children read mostly fairy tales, religious books, such as the life of Christ in one syllable, and United States history. It is safe to say that the reading of fiction by foreign children is less than the average. In the public and parochial schools the library is able to benefit the foreigners by furnishing supplementary reading. In the second ward the primary room will begin the term with 50 pupils, not half a dozen of whom can speak English. By the time these scholars are in the second grade they are reading library books at least two days each week. They are taught that is a 'privilege' to use the library books."

What can libraries do to aid the foreign speaking peoples in America? P. Roberts. Penn. Lib. Notes. 3: 16-24. O. '10.

"If the libraries are to meet the needs of the foreigners they must first of all know what foreigners they have, what is their culture and economic condition, for an intelligent understanding of these things will help in the solution." Foreigners should not only have literature in their own language but they should have books about America, its institutions, ideals, resources, geography and great men. "The foreigner will not give us what is best until he is intelligent and comprehensive of the ideals before this great republic. The study of politics should be pursued by these men." The librarian can help foreigners by suggesting books, and no class of people is more open to suggestions.

Forms, Printed. See **Printed forms.**

Founding of libraries. See **Organization of libraries.**

Free lectures. See **Lectures.**

Fumigation. See **Disinfection.**

Furniture and fittings.

Economical furniture and fittings. A. L. Peck. N. Y. Libraries. 1: 41-2. Ja. '08.

Suggestions on book stacks, delivery desks, charging trays, chairs and tables, etc.

G

Games.

Circulation of games by the library. Pub. Lib. 15: 430. D. '10.

The St. Paul, Minnesota, public library has secured about 700 different games which are

loaned upon the presentation of a special card issued for that purpose. They may be kept two weeks and renewed the same as books. Historical and literary games are in the majority on the children's list: checkers, chess, dominoes, quotations, etc. are loaned to the older people.

New departure. C. F. Fairchild. Lib. J. 35: 556-7. D. '10.

Gifts and bequests.

See also **Carnegie libraries.**

Donations. G: E. Denne. Lib. Asst. 5: 226-9. F. '07.

A diversity of opinion exists "as to whether every donation should be accepted." Some gifts are useful in themselves but not suited to the library. For instance unbound illustrated periodicals, probably incomplete, require binding far above the cost of the gift. It is suggested that in such cases the donor be frankly told the facts in the case. All gifts should be promptly acknowledged.

Gift horses. E. A. Baker. Lib. Assn. Rec. 11: 422-3. O. '09.

"Librarians may well adopt the principle of always looking gift horses in the mouth." Trade directories and journals, crank periodicals and the various emanations of political syndicates should not be accepted.

Gift of the Edward E. Ayer collection to the Newberry library. Pub. Lib. 16: 168. Mr. '11.

Gift of the Newcomb library to the College of the city of New York. Lib. J. 35: 552-3. D. '10.

Gifts and bequests to American libraries, 1907. A. L. A. Bul. 2: 24-8. Mr. '08.

Gifts and bequests to American libraries, 1908. A. L. A. Bul. 3: 14-20. Mr. '09.

Gifts and bequests to American libraries, 1909. A. L. A. Bul. 4: 497-504. Mr. '10.

Gifts and burdens. Ind. State Lib. Bul. No. 12: 1-2. Ap. '06.

"A community with an income from taxation of from one thousand to fifteen hundred dollars a year may, in inexpensive and yet convenient rooms, conduct a library that will be of great service to the people, for in such quarters practically all the income may be turned to real service to the people in books, magazines and librarian. The expense of heat, light and janitor are relatively insignificant items in small and simple quarters." Suppose this community should accept a gift of from \$6,000 to \$10,000 for a library building. They have an additional expense in heating, lighting, janitor service and repairs, all making a considerably increased cost for maintenance, which means a lessened income for the book fund and the librarian's salary, while these are the vital things. Only a well equipped librarian can render the largest service, and in the case of a large building, a janitors' salary may be nearly equivalent to that paid the librarian. "With an income of \$1,500, subtract \$500 for running the plant, subtract \$400 to \$500 for the librarian's salary, and there is left from \$500 to \$600 for magazines, books, bindings and repairs. Books, not buildings, constitute the essentials of a library, and there is no reason to expect the services of a well-equipped librarian for a smaller salary than that paid to the best teacher in the same town. A separate building, where the income is less than \$1,500, although a gift, would certainly be a burden that no community could in justice to itself, accept. A generous gift may become an intolerable burden."

Gifts and bequests—Continued

Report on gifts and bequests to American libraries, June to December, 1904. J. L. Harrison. Lib. J. 30: C110-20. S. '05.

Report on gifts and bequests to American libraries, Jan. 1 to Dec. 31, 1905. D. B. Hall. Lib. J. 31: C159-74. Ag. '06.

Report on gifts and bequests to American libraries, 1906. A. L. A. Bul. 1: 306-10. Jl. '07.

Glue.

Repairing books with flexible glue. Pub. Lib. 14: 299. O. '09.

Governing boards. See Trustees.**Government documents. See Public documents; State documents.****Guides.**

Classification guides and indexes. E. A. Savage. Lib. World. 8: 261-6. Ap. '06.

H**Halls, Assembly. See Assembly halls.****Handwriting, Library.**

Library handwriting: a guide for the use of students in the New York state library school. O. 11p. '11. N. Y. state education dept.

Heating.

See also Buildings; Ventilation.

Lighting, heating and ventilating of libraries. A. J. Philip. Lib. Assn. Rec. 9: 225-30. My. '07.

High school libraries. See Libraries and schools; School libraries.**Historical societies.**

Collections of the Wisconsin historical society on the history of the middle west. A. C. Tilton. Lib. J. 30: 917-20. D. '05.

How may state history be best conserved? H. C. Coffman. Wash. Lib. Assn. Bul. 2: 5-8. Jl. '06.

In Wisconsin "the Historical society and the state university library are together in one building, cooperating in every way, the Historical society being the state's big reference library. There is no duplication of collections, books, salaries, buildings and work." In Washington "I would gather at the state library a complete law, state, government and foreign document library; take up Wisconsin's legislative librarian idea, and reorganize the state free library commission. Secure the union of the two historical societies and the state museum, or failing in this, create a new historical society on the plan of Wisconsin, making its library the state reference library, and forming a union with the state museum and the state university and cooperating with the Seattle public library, the foremost public li-

brary west of the Mississippi valley and north of San Francisco. We would then have, at one central point in the state of Washington, a library and museum foundation that will in time stand with the best in the country and an organization that can in no way so successfully bring us the prestige so much to be desired. And finally, working from this central organization, thru the main society, and in co-operation with all town and city libraries of the state, we will develop an interest in the collection and study of history, and engender an ambition to advance the libraries of the state such as would exceed our fondest ambitions."

Libraries of historical societies. Lib. J. 31: 212-3. My. '06.

Some historical activities of the Texas library and historical commission. E. W. Winkler. Quarterly Texas State Hist. Assn. 14: 294-304. Ap. '11.

Notes on this article are given under the heading Library commissions.

State and local historical societies. G. S. Godard. A. L. A. Bul. 2: 298-303. S. '08.

"Historical libraries and societies whatever their name or nature therefore seem to have one common end and purpose which is both a duty and a privilege: viz. to rescue from the danger of destruction perishing memorials of past and present life and to bring these several memorials to a common center where they may illustrate and enrich each other, and so arranged that they are available to the most exacting investigator and the humblest reader."

History.

See also Historical societies; Local collections; Manuscripts.

Bibliographical notes on historical composition. W. E. Foster. A. L. A. Bul. 1: 187-90. Jl. '07.

Some of the material in the Bancroft library. Pub. Lib. 11: 60-1. F. '06.

Sources of history of the Pacific northwest. W. J. Trimble. Wash. Lib. Assn. Bul. 3: 12-4. Ap. '07.

Sources of northwestern history. J. Schaffer. Lib. J. 30: 790-3. O. '05.

The article states where sources are to be found.

History, Local. See Local collections.**History of libraries. See Libraries.****Holidays.**

See also Sunday opening.

Library and the holiday. J. S. Harron. N. Y. Libraries. 1: 40-1. Ja. '08.

"The wise librarian will use her leisure (!) throughout the year in making a holiday index. . . . This index, once started, may be kept up to date with little trouble by noting the contents of the current magazines as they come in."

Sunday and holiday opening. Lib. J. 32: 103-7. Mr. '07.

Statements from eleven large libraries agree that holiday opening is in general "like that of ordinary days, except for Christmas, which seems to be usually held to be like a Sunday and perhaps the Fourth of July."

Home delivery of books.

See also Library extension.

House to house delivery of books. G. E. Forrest. Lib. J. 30: 338-40. Je. '05.

"In many cases where house to house delivery has been tried it has been given up. The Mercantile library started their system in 1897 and still keeps it up, having reduced the fee from \$2 to \$1 per year. The delivery messengers are regular employees of the library, the books are carried in straps, street cars are utilized, and three deliveries per week are made. 8417 volumes were delivered in 1904. In Springfield, Mass., high school boys deliver books on Saturdays and are paid directly by the subscribers at the rate of 8 1-3 cents per week for each household. The households so taking books have decreased steadily since 1901 when the system was started. Milton, Mass., in 1902, established a free delivery service once a week which costs the library 6 1-3 cents per vol. In Hazardville a milk carrier picks up and delivers books once a week."

Library extension. E. A. Birge. Pub. Lib. 10: 163-7, 215-7, 259-61. Ap.-Je. '05.

Notes on this article are given under the heading Library extension.

Hours of labor. *See Librarians and assistants.*

Hours of opening. *See Holidays; Sunday opening.*

I

Illustrations. *See Pictures.*

Immigrants and libraries. *See Foreigners and libraries.*

Imprints.

Imprints in modern books. L. C. Wharton. Lib. Assn. Rec. 10: 91-102. Mr. '08.

Mr. Wharton tells of the importance of the detail of modern imprints. "If people will only take a little more note of the imprint and colophon, if any, they will learn a great deal more about a book's origin and history than if they ignore it, and an undated book may usually be dated with fair certainty by either, while editions may be easily distinguished by slight differences in the wording of either."

Incunabula.

Catalog of incunabula. R. A. Peddie. Lib. World. 10: 325-8. Mr. '08.

Need of a scientific bibliography of incunabula. F. Weitenkampf. Lib. J. 33: 358. S. '08.

Indexes.

See also Indexing.

Agricultural bulletins: their indexing and their use. J. F. Daniels. Lib. J. 30: 930-1. D. '05.

American newspaper index. P. P. Foster. Pub. Lib. 15: 240-1. Je. '10.

Available published indices of legal periodical literature. A. L. A. Bul. 1: 252-4. Jl. '07.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bul. 1: 129-32. Jl. '07.

Engineering periodicals and the card index. H. W. Hibbard. Western Electrician. 40: 95. Ja. 26, '07; Same. Technical Lit. 1: 61-4. F. '07.

"Even when one has the annual indexes of his engineering papers bound up with the volumes, it may be a search of hours to unearth an article whose general subject or whose most valuable details are more strongly impressed upon the memory than its title appearing in the index. . . . The card index will obviate the difficulty, giving ready access to what has been read by its maker, recording information in the form best adapted to his professional needs." In making the card catalog, cross-index liberally. "Add a short description of the article with your opinion of its value or applications." The card must show enough "to give the future searcher after information some discriminating idea of the article and whether it will pay to read it."

Index of economic material in documents of the states of the United States: 1820-1904, Maine. (Carnegie institute of Washington. Publication no. 85.) A. R. Hasse. Q. 95p. pa. 50c. '07. Carnegie inst.

A review of the method of indexing is given.

Indexes wanted. W. Powell. Lib. Assn. Rec. 7: 105-12. Mr. '05.

Good "Indexes would make a well-selected library of 5,000 volumes as useful as many a library of 10,000 volumes is under existing conditions. The kind of thing wanted is represented at present by a few specimens, chief among which are Poole's index to periodical literature and the A. L. A. index to general literature," and also Granger's index to poetry and recitations. Indexes that are especially needed are those to (1) Essays, (2) Poetry and ballads, (3) Drama, that is, an index to titles and authors of all known English plays, (4) Portraits, (5) Heraldry, (6) Biographies, (7) Archaeology, (8) Parliamentary reports, etc. "The chief difficulty would no doubt be the question of cost, and I cannot pretend to say whether it is insurmountable or not. . . . My experience has been largely confined to a great reference library, and many times I have been convinced that the information asked for is somewhere in the building if we could only lay hands on it. It is unnecessary to dilate on the peculiar questions shot at us from time to time. You all know them. My contention is that more indexes would answer a much larger proportion of these plums than we can at present."

International technical index. Engineering Rec. 64: 394-5. S. 30, '11; Same. cond. Special Lib. 2: 69-70. S. '11; Same with discussion. Special Lib. 2: 83-6. O. '11.

Mr. W. P. Cutter at the Special Libraries association on Sept. 27, 1911, said that the first suggestion of international cooperation on an index to scientific literature was made by Prof. Henry of the Smithsonian institution in 1855. As a result of that suggestion, eleven volumes covering the years 1800-1883 were published by the Royal society. In 1896 the international bibliographical congress met with representatives from 23 governments. "These unanimously agreed to compile by means of an international organization a complete catalog of scientific literature, arranged both according to subject and by author's names; that the material should be collected for each country by local organizations established for that purpose, the material to be edited for publi-

Indexes—Continued.

cation by a central international bureau, to be established in London." They disagreed, however, as to the method of classifying the material. Some favored the decimal classification but finally in 1898 a classification reported by the Royal society was agreed upon. "Subsequent conferences have been held in London in 1900, 1905 and 1910. The agreement was that the index as issued should be divided into 17 sections, comparing with the 17 subjects selected, but unfortunately omitting the applied sciences. Each country guaranteed support both by direct contributions of funds, and by guaranteed subscriptions to a definite number of complete copies of the catalog, at a price of about \$85 per annum. Some 400 copies are thus subscribed for." The Smithsonian Institution is the representative for the United States and congress gives \$5000 annually toward the expenses of the catalog which is widely accepted in the scientific world. Its chief weaknesses are delay in publication and the omission of applied science. "In 1898 an organization was formed in Berlin known as the Institut International für technobibliographie, to continue by private enterprise the index to technical literature which had for so long been issued by the German patent office under the title *Repertorium der technischen Literatur*. Since that time regional bureaus have been established in England, Austria, Sweden, France and Germany, and Mr. Cutter has received a proposition to establish such a bureau in the United States. This Institut has been supported in part by the sale of its index, which is issued in German, French and English editions, and partly by contributions from the German and Austrian governments and by private benefaction." Mr. Cutter "does not believe that any index can be a permanent success unless it is supported by appropriations from the several governments, by appropriations and contributions from the great engineering societies and corporations, or has a large private endowment." He proposes that the United States call an international congress for technical bibliography to "consider a proposition to extend the international catalog of scientific literature, or a proposition to join forces with the Institut International für technobibliographie. . . . The requisites of a perfect index are the following: Prompt and frequent issue, prompt and frequent cumulation, adequate classification, an author index to all entries, an index of specific subjects for all entries, illustrations where necessary, the inclusion of important patents. Frequent and prompt issue precludes cooperation in the real work of indexing by indexers separated from each other by long distances. It requires the index to be made in one place, and from economical considerations this is absolutely necessary. It means that the use of volunteer unpaid assistance should be discountenanced. It would require the organization of an efficient central printing and mailing department. Frequent cumulation would require the use of the linotype, and the provision of storage for the type of the entries until the cumulation was issued if not longer." It is difficult to agree on any adequate system of classification, but "a classified index, as opposed to an alphabetical one, is of course essential if the use is to be international, as no alphabetical arrangement of subject headings in any one language could be conveniently used by all. An author index to the classified index is essential, in order that one may trace citations to the literature which give only the author's name, and trace all the investigations published by one person. An index of specific subjects is also essential, and should be in one alphabet in at least three languages, English, French and German, and might have entries in Italian as well. Such an index would do much to rectify any mistakes in classification, and would make available entries of subjects which in any system of classification might be entered in more than one place." The index should be edited in connection with a great technical library and in connection with great engineering organizations.

Library indexes. Mrs. J. B. Gunter. Greensboro, N. C., *Daily Record*. S. 4, '11; Same. Vacation visits to our public library. Greensboro, N. C., public lib.

"We live in a day when even the small libraries may greatly broaden their activities through the use of indexes which have been issued in unprecedented number and variety within the past decade. . . . There may be no short cuts to learning, but indexes certainly shorten the distance to information. They are the keys which unlock the doors of knowledge and make the way clear and accessible." The publishers' book indexes are: The United States catalog, its Supplement, and the Cumulative book index, "giving books in print, the names of publishers, prices of the books, and also of a large number of valuable pamphlets. These are published monthly and yearly." The A. L. A. catalog of 8,000 volumes, published by the library of congress, and the Pittsburg library catalog are of value in the comparison and selection of books. The Book review digest "is an index which contains descriptive notes, and excerpts from the criticisms of the best English and American reviews, upon books of current issue. The character and scope of books, the price, publishers and a concise estimate of each book is given." Indexes of the contents of books are: "Granger's Index to poetry and recitations, giving author, title and first lines; the A. L. A. portrait index, A. L. A. index to general literature, Annotated guide to American history, Classified index to standard fiction, and, for the children's department, Wilson's Children's catalog in two parts, part one being a guide to the best reading for young people based upon twenty-four selected library lists, while part two is an analytical subject index covering the contents of five hundred of the books contained in part one. . . . One of the most important parts played in our library's life "is the daily use of the magazine." The indexes to magazines are "Poole's (listing old magazines), Wilson's Reader's guide and the Eclectic index, to date. These cover the contents by title, author and subject of thousands of miscellaneous articles, and a number of important government pamphlets." The index to St. Nicholas is valuable in the children's department; and the Dramatic index covers "the field of the stage, giving real name, age and nationality of actors and actresses, plays, and also a portrait index of actors and actresses."

Mechanical engineering index. W. W. Bird and A. L. Smith. *Trans. of the Am. Soc. of Mechanical Engineers*. 28: 675-95. '07; Same cond. *Power*. 27: 35-6. Ja. '07.

A description is given of an index in use at the Worcester polytechnic institute. "In general the index consists of a series of tab cards on which are printed the names of the various subjects connected with mechanical engineering. All of these cards are arranged in alphabetical order. . . . The card may be simply a directory card with directions for finding the required information. If, however, the card says, 'See also,' then the references are simply suggestive, while back of the tab card itself are the regular index cards." The work of indexing is done by the instructors. All of the engineering papers are apportioned among the instructors so as to enable each one to have, as far as possible, the literature pertaining to his speciality. To secure uniformity, a record is made on a special card on which the specifications necessary to describe the article are noted. "Inasmuch as the title of the article does not always indicate the matter for which it is recorded, the reader prints on the upper edge of the card the title and sub-titles which will determine its place in the index. Each reader is supplied with a list of the index titles. . . . These cards properly filed out are brought into the weekly department meeting, and the articles having special interest are discussed in an informal manner."

Indexes—Continued.

More guides to reference books. H: Jacobs.
Pub. Lib. 14: 297-8. O. '09.

Valuable reference material is hidden away in the publications of learned societies, in trade and professional journals and in books. More printed indexes are desired. Printed guides to the sources from which information may be obtained, such as special collections in libraries and museums would aid librarians.

Nijhoff's index op de Nederlandsche periodieken von algemeen inhoud. 1, no. 1. S. '09.

A monthly index to 25 Dutch periodicals. Articles are listed by authors and subject.

Periodical indexes. N. Y. Libraries. 2: 39-40. O. '09.

Published general indexes of technical literature; bibliography. Special Lib. 2: 70-1. S. '11.

Report of the committee on a trades index. J. L. Wheeler. Special Lib. 2: 81-3. O. '11.

Report on a public affairs index. J: A. Lapp. Special Lib. 2: 109-10. D. '11.

The committee appointed to investigate the possibility of publishing a public affairs index has been attempting to determine the need for such an index and the scope. There are now a great many fields not covered by indexes, and in order to obtain a high degree of efficiency in special library work, better means of getting hold of information must be devised. Better means of getting at the reports of associations and the periodical publications of associations is needed. Mr. Meyer of the Library of congress has undertaken the preparation of a list of associations of public officials. The Free library of Newark has published a pamphlet on social questions which gives a long list of associations and their addresses. The vast field of municipal material is practically untouched as there is no index of Municipal ordinances. The only one that has been issued is a list of ordinances passed on public health questions made by the U. S. Marine hospital corps. There is also a large field in material of commercial and civic organizations. Special libraries presents every month lists of current references to this material of fleeting nature.

Report on the index to legal periodicals. A. L. A. Bul. 4: 754-6. S. '10.

Story of one medical library. C. E. Black. Pub. Lib. 13: 397-401. D. '08.

Notes on this article are given under the heading Medical libraries.

Subject indexes. H. W. Wilson Co. Lib. World. 10: 332-5. Mr. '08.

Notes on this article are given under the heading Reference work.

Subject indexes; reply to the Wilson company. A. J. Hawkes. Lib. World. 10: 427-8. My. '08.

Trades index. J. L. Wheeler. Special Lib. 2: 93. N. '11.

Indexing.

See also Cataloging; Indexes; Subject headings.

Address delivered at the dedication of the hall of the Boston medical library association, on Dec. 3, 1878, O. W. Holmes. 12p. gratis. 1911. H. W. Wilson co.

"One of the principal tasks to be performed by the present and the coming generation of scholars, not only in the medical, but in every department of knowledge is the formation of indexes, and more especially of indexes to periodical literature. . . . A great portion of the best writing and reading—literary, scientific, professional, miscellaneous—comes to us now, at stated intervals, in paper covers. The writer appears, as it were, in his shirt-sleeves. As soon as he has delivered his message the book-binder puts a coat on his back, and he joins the forlorn brotherhood of 'back volumes,' than which, so long as they are unindexed, nothing can be more exasperating. Who wants a lock without a key, a ship without a rudder, a binnacle without a compass, a check without a signature, a greenback without a goldback behind it? Arranged, bound, indexed, all these at once become accessible and valuable. . . . But if indexing is the special need of our time in medical literature, as in every department of knowledge, it must be remembered that it is not only an immense labor, but one that never ends. It requires therefore the cooperation of a large number of individuals to do the work, and a large amount of money to pay for making its results public through the press. When it is remembered that the catalogue of the library of the British Museum is contained in nearly three thousand large folios of manuscript, and not all its books are yet included, the task of indexing any considerable branch of science or literature looks as if it were well nigh impossible."

Efficient index system for city engineers' offices. W: G. Taylor. Engin. R. 59: 319-20. Mr. 20, '09.

A numerical arrangement of classes with the Dewey system as a basis was evolved. By means of an index guide, a schedule of ideas, a standard by which to maintain uniformity of classification, the index was satisfactorily assembled. A primary division of the index was obtained by using as a guide the name of a street or controlling natural object—i.e., Massachusetts avenue and Mystic river. Twelve secondary subdivisions under highways, sewers, sewage disposal, storm drains, water supply, gas, electricity, public property, cemeteries, water courses, bridges, railroads were used. Others may be added at will. The index is furnished with a liberal array of guide cards so that inexperienced office assistants have no trouble in referring readily to a survey, a level note, plan, photograph or contract. "To show the ease with which a reference card may be found, let it be assumed that the plan case location is desired of the profile of the 30-in. water main on Florence St., between Harvard Ave. and Lawn Terrace. Turning to the guide card marked Florence St., we have before us all the reference cards relating to Florence St. The subject sought is one classed under Water supply, so we look for tab 5 cards, remembering that profiles are flagged by a colored guide tab marked .411. We touch this colored tab, tipping it towards us, and find immediately back of it the cards referring to water main profiles on said street. If the street is not very long, but one card is numbered .411, and that is the particular one sought." A list of articles on engineering indexes is given.

Indexes wanted; discussion. Lib. Assn. Rec. 7: 93-6. F. '05.

Indexing and filing machine drawings. J. J. Harman. Engin. News. 57: 151-2. F. 7, '07.

A description is given of the system in use in the mechanical engineering department of the University of Illinois.

Indexing—Continued.

Indexing and indexers. E. H. Blair. A. L. A. Bul. 5: 234-8. Jl. '11.

An index is "a most helpful addition to a book which has added anything of value to the general store of knowledge, in any line of thought or discovery. Both publishers and writers realize this fact" and most books have some sort of index. Scientific and technical books should as a rule be indexed by or under the supervision of a scientific expert. The indexing of magazines, newspapers, and journals and transactions of scientific societies is usually poorly done "so much so, that Mr. Poole in his invaluable index of periodicals was compelled to adopt the rule, for himself and his assistants, of not using the magazine indexes." A newspaper index "requires the best sort of work, and a person of experience, judgment and knowledge of the world of affairs—especially an acquaintance with political matters, both general and local." The records of "state departments and commissions, municipal offices, banks, insurance and railway companies, law offices, commercial firms and publishing houses" should be indexed because of the necessity for methodical and systematic organization in the business world today. Personality rather than book learning is the first requisite for a first-class indexer. Indexing is an art or a profession and should be so considered. In order to index a book the indexer must first see the information contained in the book before he can show it to others. Then he must have a "classified mind" which will array facts and theories in logical sequence. The information should be accessible to readers in simple, clear and accurate terms, and this cannot be accomplished when one is held down by a cut-and-dried plan of work. "Each book shapes a system for itself, according to its purpose and scope." Economy of time and labor should figure in working out a method of indexing. "A good indexer will make each entry correctly at the start, and not need to verify it; he will write each card in a good legible hand which can be used as it stands for printer's copy; and he will so plan the work as to avoid copying or rewriting cards, whenever possible. . . . The headings for cards should be selected with judgment, accuracy, and sense of their relative importance, and should be worded very clearly and concisely."

Indexing and other unorganized forms of library work. J. E. Elliott. Lib. J. 35: 198-201. My. '10.

Indexing of periodical literature and the work of the Concilium bibliographicum, Zurich. A. L. Vogt. Bibliog. Soc. of Am. Proc. and papers. 2: 116-34. '07-'08.

Notes on this article are under the heading Classification.

Indexing of technical information. Technical Lit. 1: 65-6. F. '07.

Indexing: principles, rules and examples. N. Y. State lib. O. 75p. 15c. '05. N. Y. State education dept., Albany.

Indexing state papers. J. M. Hitt. Wash. Lib. Assn. Bul. 3: 3-4. Ja. '07.

"Newspaper columns contain the very essence of local color, and as a reflection of the real life and growth of a community cannot be equalled as a source for the student of history. Of course in indexing the matter contained in these columns a very careful estimate must be made of relative values; all things being of more or less value to the student of purely local affairs, while for the broader investigator far fewer topics would prove of interest."

Author entries are not needed but cross references should be made. The labor of indexing newspapers "is in direct proportion to the multitude of the subjects desired. . . . It will be

easier after the habit of indexing has been acquired to increase the number of items rather than jeopardize the plan by attempting too minute a classification now. . . . We suggest as a starter that two classes of items, as suggested above, be kept: 1. Those of a purely local value. 2. Those of general value, i.e., beyond the confines of the county. That each of these be grouped about these headings: a. historical; b. geographical; c. statistical; d. political; e. social; f. religious; g. educational.

Making an index. C. B. Pub. Lib. 10: 132-5. Mr. '05.

"The materials necessary are small paper slips, guide cards, boxes for filing and a fountain pen. . . . The indexer must put himself in the place of every possible seeker after knowledge, and grasp every item of value as it appears on the printed page. The catchword under which this idea is to be entered in the index should be judiciously selected as the one most likely to be familiar to the reader. . . . When a subject has modifying phrases a slip is made for each with the page reference . . . and not until the whole index is finished and copied on sheets for the printer are the duplicates of the first subject-word stricken out. . . . An important element . . . is the cross reference. . . . The index in its integrity should be a successful demonstration of putting oneself in another's place. The entries must consist of words the most vital in expression of the thought."

Making of early indexes. A. W. Pollard. Liv. Age. 257: 29-36. Ap. 4, '08.

An account of the way early indexes were made.

Manual of practical indexing. A. L. Clarke. D. 184p. *5s. '05. Library supply co., London.

The book is divided into three parts; Literary indexing, Commercial indexing, and the Mechanical production of indexes. Part one considers the indexing of periodicals and of books, part two the indexing of catalogues, business directories and correspondence.

Mechanical engineering index. Technical Lit. 1: 78. F. '07.

On calendaring manuscripts. W. C. Ford. Bibliog. Soc. of Amer. Papers. 4: 45-56. 1909.

Notes on this article are given under the heading Manuscripts.

Progressive index to periodicals. H. A. Twort. Croydon Crank. 1: 31-2. Ap. '08.

Notes on this article are given under the heading Periodicals.

Referencing of engineering literature. A. L. Mezin. Eng. Rec. 61: 142-3. Ja. 29, '10.

"To make technical literature more valuable practically, a more convenient system of referencing than that now in use seems necessary so that the limited time at the disposal of the engineer could be spent not in looking for articles but in reading them." The system used for citation in law literature is recommended. References to volumes and paging for publications of societies and series of professional papers should be given, but date of publication is not important, and complicates the entry. Dates are also cumbersome in magazine references. "References to textbooks may be conveniently made by giving the author's name followed by an abbreviation of the title, and the page number. Thus a reference to page 696 of Church's 'Mechanics of Engineering' would be 'Church-Mech. of Eng. 696.' If a treatise consisted of more than one volume, the volume number could be included, as in 'H. Thurston-Mat. of Eng. 68.' The ordinary library catalog indexed alphabetically according to authors would quickly give the

Indexing—Continued.

full title and location of the particular book." Bulletins and catalogs may be filed as such, and given numerical designations thus making citation easy.

Reform in indexing methods. A. L. Clarke. *Lib. World*. 9: 317-20. Mr. '07.

No class of work demands the faculty of clear thinking more than indexing does. Twenty-five years ago "Oliver Wendell Holmes said that he conceived the formation of indexes, more especially of indexes to periodical literature, to be one of the principal tasks worthy of performance at the hands of that and the next generation of scholars. After alluding to the high value set by himself and the more literary of his fellow-countrymen on the index" to the *North American review* he said "a great portion of the best writing and reading—literary, scientific, professional and miscellaneous—comes to us now, at stated intervals, in paper covers. The writer appears, as it were in his shirt-sleeves. As soon as he has delivered his message the book-binder puts a coat on his back, and he joins the forlorn brotherhood of 'back volumes,' than which, so long as they are unindexed, nothing can be more exasperating. Who wants a lock without a key, a ship without a rudder, a binnacle without a compass, a check without a signature, a greenback without a goldback behind it?" Indexes to books and to many popular magazines are too generally poor. A French statesman summed up the cause for this in the following words: "The title: that is the enemy!" Untrained and indifferent indexers pin their faith to the title. But it often gives but little or no indication of the subject. The indexer must dive into the contents to learn what the author means. In training for the work the literature of indexing should be thoroly digested.

Reform in indexing methods. A. Mill. *Lib. World*. 9: 408-9. My. '07.

"That some reform is absolutely necessary, has long been apparent to all who take any serious interest in literature, but any improvement is utterly hopeless until authors and publishers realise the importance of a good index. Some indexes are so deplorably bad that the books which have the misfortune to possess them would suffer less if they had been ushered into the world without any attempt having been made in that direction, and one wonders how the publishers manage to light upon such marvels of incompetence." Authors are to blame because they leave the publishers to arrange about the indexes and publishers are to blame because they "select some poor unfortunate, whose only merit is cheapness, and handing him a set of proofs, request that an index may be prepared within so many days." Examples from the index to Andrew Lang's *History of Scotland* are cited.

Story of one medical library. C. E. Black. *Pub. Lib*. 13: 397-401. D. '08.

Notes on this article are given under the heading *Medical libraries*.

Subsidised indexing. A. L. Clarke. *Library*, n.s. 6: 274-80. Jl. '05.

A plea for state aid or private endowment for carrying on an index to periodicals such as the *Review of reviews* index which was discontinued because of lack of funds to pay for the work.

Technical literature abstracts and information bureau work in the library of the United gas improvement company. J. N. Morton. *Engineering Rec*. 64: 398. S. 30, '11; *Excerpts. Special Lib*. 2: 68-9. S. '11.

Notes on this article are given under the heading *Special libraries*.

What I expect of an index. A. A. Brooks. *Lib. J*. 35:51-5. F. '10.

"I expect it to direct me at once and without delay to the matter of which I am in search. I do not come to an index for information. I expect to look further for that and am not to be satisfied with any epitome here of what I want. I come with a name or an idea about which I want to get what ever information the book itself has to furnish. . . . I want to find one alphabet in which to locate my word. If I have to stop and think whether that word is a name or a place or an event, whether it is ancient or modern, common or proper, English or Latin, Scriptural or classical, I lose that amount of time. It is just at this point that so many books fail: they make several indexes instead of combining them all into one. Here is one of the chief defects of certain books of reference that they multiply alphabetical lists, and force the reader to consult half a score of them before he locates his word. . . . When a work consists of several volumes I expect a general index to the whole work. . . . Let the index talk as little as possible, let it stand and point: I want to know where and how much, not what."

Indicators.

Chivers indicator adapted as an author indicator for fiction. W. Brown. *il. Lib. World*. 11: 243-4. D. '08.

"The mode of working the indicator is as follows. Every borrower on joining the library receives a ticket; a book being required, the indicator is consulted; under Ainsworth, 1A2 is underlined white showing the book to be in; by referring to the catalog or indicator key, the name of the book is given; it being the book required the borrower gives the number to the assistant, who withdraws the tab and places it in the pocket of the borrower's ticket; he then fetches the book, stamps the date of issue on the fly label and issues it. That completes the transaction for the time being. Afterwards, the tickets are sorted in author order, and placed in a tray bearing the date of issue. When a book is returned, the assistant first examines it, by the date he then sees when the book was issued, he goes to the tray having the tickets in it for that date, gets the borrower's ticket, withdraws the tab, places it in the indicator and gives the borrower his ticket, relieving him of all responsibility so far as that particular book is concerned. The books are arranged on the shelves in the same order as the numbers on the indicator. This system secures rapidity of service due to there being practically no charging other than dating the fly label of the book. As fines declare themselves automatically in the trays, a great deal of time is saved."

Comments on an article concerning library indicators, by A. Kirby Gill. A. Cotgreave. *Lib. World*. 9: 402-5. My. '07.

Mr Cotgreave contends that the initial expense of the indicator is practically the only expense, and that the wages that have to be paid for extra help where the indicator is not used will in a short time more than balance this initial cost.

Cotgreave indicator; an adaptation. E. W. Neesham. *Lib. World*. 11: 79-80, 115-6. Ag.-S. '08.

Graham indicator. T. E. Farrow. *il. Lib. World*. 11: 29-31. Jl. '08.

The advantage of the Graham indicator over others is "that (1) it bears the names of all authors represented in the fiction and juvenile sections of the library in alphabetical order; (2) the numbers of the books contained in the library are shown on the indicator in the order of numerical sequence, immediately under the author's names, the first book of each author

Indicators—Continued.

being No. 1." This shows all the books of one author in one place on the indicator and simplifies the method of finding them. The only catalog necessary "is a list of the books arranged in author-alphabetical order. It thus forms both an author-list and an indicator key, and only one entry is needed for each book in the fiction and juvenile sections." To work this indicator the catalog number, shelf number and indicator number should be the same and these should be distinct from the charging number. "An objection brought against the Graham indicator is that when new books are added, the whole of the slides have to be moved. This difficulty is overcome by using that part of the indicator provided for extension as an additions indicator. As books are added they are shown in this section, and, when the library is closed for stock taking, the additions are transferred to their places in the main indicator."

Indicator; a patience exerciser, or obstructor. W: K. Oswald. Lib. World. 10: 289-91. F. '08.

Indicator considered as a modern library appliance. A. K. Gill. Lib. World. 9: 313-7. Mr. '07.

In libraries not having open access to shelves there is a choice of three systems, viz., indicator, card-charging, card-charging with indicator for fiction. The indicator tho at the expense of a certain amount of method, saves time and labor. It is an improvement on the old ledger systems, but it stands no comparison with the speed and precision of card charging used in open access libraries. It indicates to the public whether books are out, but its initial expense is very large. The chief advantages of card-charging are simplicity, economy and adjustability. The space the card-charging apparatus occupies is extremely small. "The record of each day's work is always seen compact and complete in itself, while day by day, overdue books declare themselves automatically." Its initial expense is comparatively small, but it does not show to borrowers whether books are in or out. Card-charging with the indicator for fiction is probably the most desirable arrangement. It is folly for small libraries to purchase expensive indicators.

Indicators v. card charging. W: J. Harris. Lib. World. 7: 209-12. F. '05.

Indicators are more costly to install, require more help in carrying on the work, and take up more space than card charging systems.

Library economics—a modified Kennedy indicator. A. Cotgreave. Lib. World. 11: 363. Mr. '09.

Modified Kennedy indicator. A. Webb. il. Lib. World. 11: 281-4. Ja. '09.

Notes on this article are given under the heading Charging systems.

Open access versus indicators. Lib. World. 11: 101-3. S. '08.

Open access versus indicators. A. Cotgreave. Lib. World. 11: 196-200. N. '08.

Some interiors from public libraries. M. Larsen. Folkbiblio. 7: 97-101. '10.

At Hamburg the Schülke catalog-indicator is used. An indicator is a frame divided into little sections on which are recorded the call numbers of the books. Its office is to lessen the work of attendants by allowing the public to see which books are in or have been loaned out. [And it usually serves as a charging system.] The tablets commonly have the call numbers on both sides—but in different colors, commonly blue and red. If the blue side is out, the book

is accessible; otherwise not. The attendant must turn the tablets and this is often forgotten. Now the object of the Schülke indicator is to prevent this forgetting. When a book is drawn out, the loan card is put into a colored envelope and placed behind the appropriate tablet, the showing of the envelope in front indicating that the book is not accessible. The indicators are so placed as to form a counter between stack and delivery-room. On the back of the tablets are the call-numbers; in front, instead of the usual call-number, are author and title. Four thousand loans a day can be made with ten attendants and there is no confusion in the aisles of the stack. The indicator system has been rejected in America—the land of progress in library methods—but is much used in England. It imposes, however, a barrier between the librarian and the public which he serves, and that tactful and quiet instruction which is the most essential thing in a modern public library is done away. This indicator system is described in *Blätter für Volksbibliotheken*, March-April, 1906.

Industrial arts. See Technical literature.

Industrial libraries. See Special libraries.

Information desk. See Reference work.

Insane hospital libraries.

Libraries for the patients in hospitals for the insane. E. K. Jones. Lib. J. 36: 637-9. D. '11.

Every modern hospital for the insane possesses some sort of medical library, but such a library is intended for the use of the medical staff. The idea of a library for the patients is a comparatively new one. An investigation into library facilities in hospitals for the insane showed that out of 96 libraries sending reports all but 15 possess libraries of some kind. 21 have no central library but have books distributed thru the wards. 2 are near public libraries and depend on them for books. 60 have central libraries; 39 of these are classified and cataloged and 15 have librarians. In Minnesota the librarians of the state hospitals are under the care of the State library commission; in Iowa the Board of control sends out traveling libraries. The atmosphere of a hospital library is very different from that of a college or public library. "The collection of books is formed not for instruction but for entertainment; it is a therapeutic, not an educational factor." It is the aim to make the library a pleasant recreation room and the quiet of the public library is not insisted upon. The librarian acts as hostess as well as official, and conversation is encouraged. "The desirable features of the homelike private library must be preserved, and all machinery of administration must combine efficiency with unobtrusiveness. Open shelves are a necessity, as the patient must be allowed to browse at will. Rules should be few and elastic, and cataloging, classification, and charging system simple and easily understood. For this last after experimenting with several different kinds of charging systems at McLean and finding them too cumbersome for our needs or entailing more labor on the part of the librarian than seemed commensurate with results, we have reduced our impedimenta to four things: a pocket pasted on the back of the book for the date, a book-card in it on which to write the borrower's name, a date stamp, and a charging box, and we find them amply sufficient." Getting the books back again is often a work of time and patience as there are no fines and the borrower is often disposed to look on the borrowed book as his own property. The librarian must possess tact before all else "for she will come into more intimate and personal relations with her readers than does the average public librarian, and she must never forget that her first duty is to make her department helpful to the patients. The latter must be made to feel perfectly at home and must

Insane hospital libraries—Continued.

be allowed to misplace books if they please and take out as many (within reason) as they desire." She must have a good memory for books and be able to judge a person's taste, for many of the patients will depend entirely on her to select their reading. Then, too, the physician may desire that a certain type of book be sent to a certain patient, and the librarian must be able to supply the want.

Insects injurious to books. See **Bookworms.**

Institutes. See **Library institutes.**

Institution libraries. See **Insane hospital libraries; Prison libraries; State institution libraries.**

Instruction in the use of books. See **Books, Use of.**

Insurance.

Insurance for libraries. H. Folger. Pub. Lib. 12: 52-3. F.; Same. News Notes of Cal. Lib. 2: 108-10. F. '07.

Conditions important for consideration when taking out an insurance policy are given. "The proportion of insurance to value usually granted is about three-fourths. It is suggested that care should be taken to prepare an inventory or catalog and record the value of contents of the library from year to year in such form that an intelligent statement can be presented in event of loss to show its true amount to the satisfaction of the company. Losses upon large merchandise stocks are readily settled in most instances because intelligent sets of books are kept and preserved in safes, with an annual inventory showing in detail merchandise on hand at the date of such inventory. It seems to be equally important, in dealing with trust properties, that such records should be kept, including the cost of re-binding, etc."

Insurance libraries.

Insurance library at Boston. D. N. Hand. Special Lib. 2: 34-6. Ap. '11.

Notes on this article are given under the heading **Special libraries.**

Making of an insurance library. J. C. Dana. Ind. 67: 1523. D. 30, '09; Same. Lib. J. 35: 61-2. F. '10.

Inter-library loans. See **Loans, Inter-library.**

International catalogue of scientific literature.

Aim of the international catalogue. L. C. Gunnell. Science, n. s. 28: 10-2. Jl. 3, '08.

"The aim of the International catalogue is not only to cite the title of each scientific paper published since January 1, 1901; but to briefly supply an analytical digest of the subject of each paper. This is accomplished by means of classification schedules arranged to include in systematic order each minute subdivision or subject of all of the sciences named above. Not only was it necessary to provide in these schedules for the subjects of all previous scientific activities, but also to make ample and elastic provision for the present trend of scientific thought and investigation, and so far as possible to anticipate future need." The catalogue is more than an index. It is a condensed digest of the world's scientific literature. "The organization of the catalogue is cooperative to the fullest extent; all of the nations of the world taking part in the work through the agencies of regional bureaux established in central locations in all of the principal countries of the world. These

bureaus are supported by the countries in which they are established; in no case is any part of the subscription receipts used for their maintenance."

International exchanges.

International exchanges. P. Brockett. Lib. J. 35: 435-7. O. '10.

The value of international exchanges to libraries cannot well be overestimated, since students and research workers need the publications of the whole world to aid them. The present international exchange service operates under two conventions made in 1886 and 1889. Eleven states adhere to the conventions, eleven more have bureaux of their own. Germany, Great Britain and some other countries have made no effort to join the movement. "The international exchanges as now carried on are of two classes: scientific and literary publications, and official government publications." The scientific and literary publications are of great importance in the dissemination of knowledge and it is only thru a system of international exchanges that they can be distributed. "The international exchange service of the United States is under the direction of the Smithsonian Institution, and was originally inaugurated for the purpose of transmitting publications presented by institutions and individuals in the United States to correspondents abroad, in exchange for like contributions from such recipients, as one of the most efficient means for the 'diffusion of knowledge among men', and the entire expense, including that for the exchange of documents published by the government from 1850 to 1881, was paid from the private funds of the institution." Now the Smithsonian Institution is recognized by the government "as the American agency for the international exchange of governmental, scientific and literary publications. By congressional resolutions passed in 1867 and 1901 a certain number of United States government publications are set aside for exchange with those of foreign countries, to be sent regularly to designated depositories. In accordance with those resolutions there are now forwarded abroad 55 full sets of United States official publications and 33 partial sets; the official journal of the proceedings of Congress, The 'Congressional record', is transmitted by mail daily to each of the parliaments that is willing to reciprocate." In the year ending June, 1909, the exchanges of the United States amounted to 228,875. "The public documents received from abroad in exchange are placed in the Library of congress. The publications received from the scientific and learned societies and institutions of the world form an important part of the library of the Smithsonian Institution, and while these remain the property of the institution they are in great part deposited in the Library of congress." The great need now is that all countries adopt the system of exchanges, and that they provide a sufficient number of sets of their official publications for exchange purposes with all countries. Each international exchange office should have the franking privilege and special postal concessions.

Inventory.

Arrangement of open access library issues considered in relationship to stock-taking methods. H: T. Coutts. Croydon Crank. 1: 41-3. Jl. '08.

Notes on this article are given under the heading **Charging systems.**

Inventory methods. C. Bacon. A. L. A. Bul. 3: 207-8. S. '09.

Library inventory. Lib. World. 8: 291-3. My. '06.

The necessity of an inventory of library supplies is discussed and a suggestion for keeping it on slips is given.

Inventory—Continued.

Stocktaking: a note. T: Aldred. Lib. Assn. Rec. 8: 244-7. Je. '06.

"With one exception, all the municipal libraries I am acquainted with have stock books or shelf lists representing the volumes as they stand on the shelves. . . . Unless an audit or stocktaking be perfectly done, the process loses half its value. Undue haste, therefore, in stocktaking is to be deprecated, and no precaution should be neglected to prevent errors arising." Many mistakes are apt to be made when books are called over by number. It is better to call short titles. When works are in more than one volume each volume should be accounted for. Any book lost beyond hope of recovery should be entered in a permanent book. Twelve months is the common interval between stock taking, but some librarians like a triennial inventory better. Inventories should if possible be taken without closing the library.

Stock-taking methods. A. F. Hatcher. Lib. Asst. 5: 43-6. Ja. '06.

Mr. Hatcher argues for closing the library and calling in the books during stock taking, which should preferably take place during the slack season.

J

Juvenile department. See Children's department.

Juvenile literature. See Children's reading.

L**Labels.**

See also Marking books.

Book labelling. O. E. Clarke. Lib. World. 10: 67-9. Ag. '07.

"The position of the pocket is best determined by a templet or paste-stencil formed of a square or rectangular piece of zinc, with a portion cut out corresponding exactly with the part of the pocket which has to be pasted. Experience has shown that the best portion for the pocket is at the top right-hand corner of the front board, and the templet is therefore placed on the book in such a position that the upper edge of the templet lies along the upper edge of the end-paper, and the right-hand edge coincides with the inner edge of the front board. A small brush charged with paste is then pressed down the portion cut out, the templet is removed, and the pocket or corner piece is placed with its two straight edges on the lines of paste. The rules-label should be placed just below the corner pocket with the aid of the pasting-block, which is a square piece of oak cut to the size of the labels, which are placed upon this block face downwards and pasted. Only enough paste should be taken on the brush to make it slide well, and care should be taken that the whole surface, and especially the corners are covered, and all lumps which may appear removed. Date labels should be placed one by one on the fly-leaves of the various books, and the duster should be firmly pressed down the inner edges to secure them. . . . The quickest method of labelling is to set two assistants to label a batch of books, one to paste the labels and the other to affix them."

Book marking with tools. J. Pettee. Lib. J. 35: 60-1. F. '10.

Laboring men and the library. See Workmen and the library.

Law books and periodicals.

See also Law libraries; Legislation.

Available published indices of legal periodical literature. A. L. A. Bul. 1: 252-4. Jl. '07.

Report of the index to legal periodicals. A. L. A. Bul. 4: 754-6. S. '10.

Law libraries.

See also Law books and periodicals.

Annual meeting, Lake Minnetonka, 1908. A. L. A. Bul. 2: 318-22. S. '08.

Arrangement of law books. L. H. Sage. A. L. A. Bul. 2: 296-8. S. '08.

"The classification of law books falls naturally into five main divisions: Reports and digests, text books, encyclopedias, session laws, and periodicals. . . . The arrangement of the books under these divisions presents no great difficulty, except as to the text books. Here two systems are possible: (1) By subjects; (2) Alphabetically by authors; each supplemented by a card index. The first by a card index according to authors, the second by one according to subjects. . . . Under the first system two arrangements are possible: Analytically by large subjects. With the books on separate subjects, which are sub-divisions of the main subject, grouped under the main heads as in the subject Torts, for instance, with books on Nuisances, Libel and slander, Negligence, etc., grouped under Torts. From the difficulty of determining when a particular book should go under the main head and when under its own title and the consequent confusion in the lawyer's mind, this arrangement seems impracticable, unless books are duplicated and placed, one under both the main heads and its own title, or dummies are extensively used. This is both expensive and has the stronger objection of taking much room. The other arrangement is alphabetically under separate individual titles. The one advantage of the arrangement by subjects (but a very great advantage) is plainly the ability of the lawyer to find all of the books on one subject at one place. The disadvantages are several, (1) The inability of the lawyer to find quickly a single book; to which he is cited by its author; . . . (2) The possibility of his not finding that particular book at all, thru its being placed under a head which might not occur to him, altho the proper one; (3) The difficulty of placing a book treating of more than one subject where a lawyer would look for it; (4) The difficulty of replacing books in their proper places on the shelves. . . . The advantages and disadvantages of the alphabetic author system are just the converse of the other, viz: Advantages: Ease in finding a single book; certainty in finding it quickly; convenience of replacement on the shelves. Disadvantages: Inability to find all books on a given subject in one place, and the necessity of gathering them together from different places by means of a list made from the card index."

Classification of law at the University of California. Lib. J. 31: 147-8. Mr. '06.

Law classification under the author arrangement. W. J. C. Berry. A. L. A. Bul. 1: 257-8. Jl. '07.

The most convenient method of shelving books in a law library is that of arranging them alphabetically by authors and not by subjects, using the original author's names and then an alphabetical order for editors' editions of that author. "The arrangement of the American reports on the shelves should be alphabetically by states. If the library is used by students, such as a law school library, the reports of each state should be arranged alphabetically by the reporters' names. If, however, the library is used mainly by lawyers, then the

Law libraries—Continued.

reports of each state should be arranged chronologically. In each instance the reports of a state should be followed by the digests of said reports, the last revision or compilation of statutes, and all session laws subsequent to that revision; also by all codes and works of a purely local nature relating to that state where no author's name appears on the book. . . . The reports of the federal courts should precede the state reports, the supreme court to be arranged chronologically and the various circuit, district and other reports to be thrown together and arranged alphabetically by the reporters' names. The federal digests, statutes, etc. should follow in order after said reports. All American digests of a general nature, such for instance, as the Century digest, and all encyclopedias of law should be placed after the federal books. All British and other foreign reports should be arranged on the shelves alphabetically by the reporters' names, to be followed by their respective digests, statutes, etc." The main index should be by author. There should also be a very full subject index of titles. The statute law should be arranged in tabular form.

Report of the committee on exchange of legal publications, 1907. A. L. A. Bul. 1: 251-2. Jl. '07.

Special functions of a law library. F. B. Gilbert. A. L. A. Bul. 1: 92-6. Jl. '07.

"Law libraries readily group themselves into five classes: (1) The state law library; (2) the court law library; (3) the association law library; (4) the law school library; (5) the law library maintained by private enterprise with privileges leased to lawyers at a fixed rental. Each class has its own purpose to serve, its own special objects to attain; but the character of the books collected does not materially differ. All of them have to do with the law, and the law, in its literature, at least, is fixed and determinable." This literature may be divided into statute law and court made or case law. The nucleus of every American law library is the reports of cases decided in federal and state courts of the United States. At present there are 9300 volumes of these reports. "A complete collection of English, Irish and Scotch law reports comprises about 3400 volumes, more than half of which were in existence in 1866. . . . A practically complete collection of Canadian law reports consists of about 800 volumes. This collection is desirable for law libraries in the states because of the similar conditions existing in the Canadian provinces. About 1,000 volumes of the law reports of the other British colonies have been published." All this makes it certain that "publicly supported and association law libraries will become more important adjuncts in the lawyer's professional life; and those in charge of them will become more essential elements in the administration of the law. The day of the law librarian as a mere keeper of law books is now past. . . . He must be a capable guide to the user of his library; a well trained expert in the learned science of how to find the law. The lawyer of to-day is a case lawyer. . . . He may well think there is a case with facts like his, which, if found, will be conclusive upon the tribunal which he seeks to convince. He starts on his hunt, and the law librarian must aid him in his search. . . . Statutes, reports, digests, text books and cyclopedias are the books which comprise the law library; how best to make them available and to promote such a use of them that the purposes for which they were created may be attained is properly the law librarian's object in official life. The law library is almost in every sense a reference library. The use demands that the books be placed in open shelves, so that they may be accessible to all. Scientific classification, decimal or otherwise, is peculiarly inappropriate, because unnecessary, and confusing. Law reports are published serially, each volume with a number;

they are arranged on the shelves alphabetically, according to the state or country in which the courts are situated. Every text-book professes on its label to be somebody's treatise on some important subject, thus inviting classification and citation by the name of the author, rather than the subject."

Subject classification of text-books in law libraries. G. E. Wire. A. L. A. Bul. 1: 258-60. Jl. '07.

Subject classification has these advantages; it brings and keeps together all works on one subject; it keeps together and in order the various editions of one author; it answers almost mechanically 95 per cent. of the text-book inquiries in an ordinary law library; it does away with the false idea that no one but the librarian can know anything about the library. It puts law in line with all other modern library progress.

Laws. See Legislation.

League of library commissions.

See also Library commissions.

Annual meeting at Lake Minnetonka, 1908. A. L. A. Bul. 2: 305-17. S. '08.

League of library commissions. A. S. Tyler. Lib. J. 30: 274-7. My. '05.

"Subjects of common need for which coöperative effects might provide [are]: carefully prepared lists of books for first purchase for small libraries; lists of new books which, upon examination, had been found desirable; handbook of suggestions and direction as to the organization and management of small libraries; printed statement regarding the aims and methods of state library commissions, with comparison of their laws; definite help and suggestions on the subject of library buildings. . . . united effort to bring to the attention of book publishers the urgent need of good, durable binding, adequate indexing, etc."

League of library commissions year-book, 1906. Comp. by C. F. Baldwin. S. 59p. n.p. '06. League of library commissions.

Gives a historical summary of the work of the commissions, the constitution of the league, and a list of the various activities undertaken and publications sent out.

League of library commissions year-book, 1907; comp. by C. F. Baldwin. D. 74p.

Notes on this article are given under the heading **Library commissions**.

League of library commissions year-book, 1908. Comp. by C. F. Baldwin. D. 85p. n. p. '08. League of library commissions.

Report of league. Lib. J. 30: C192-4. S. '05.

Report of the Publication committee, 1908. M. E. Hazeltine. A. L. A. Bul. 2: 309-11. S. '08.

Leather.

See also Binding and repairing.

Art of leather making. F. N. Moore. Lib. J. 32: 367-70. Ag. '07.

The writer describes three kinds of leather used for bookbinding, viz., sheep, cow and goat, and tells how the skins are prepared.

Decay of leather bindings. H: Marsden. Pub. Lib. 11: 312-3. Jc. '06.

American cowhide is far superior in durability to Russia leather. Decay of leather is

Leather—Continued.

caused by fumes of burnt gas; insufficient ventilation, fumes of tobacco smoke, dust, direct sunlight, dampness and excessive heat.

Durability of leather. *Sci. Am.* 100: 292. Ap. 17, '09.

"Leather properly tanned with alum and chromium is very durable, having a probable useful life of three or four centuries. The use of tannin in conjunction with chrome alum greatly diminishes the durability of leather. The best vegetable tanning agents for book leather are those which contain pyrogallol acid, such as sumach, algarobilla, chestnut extract, and mirbolan. Acid dyes applied to book leather should be prepared with volatile organic acids. Basic dyes should not be 'fixed.' Varnishing with shellac or albumen affords the best protection against destructive influences."

Effect of illuminating gas on leather. *Sci. Am. S.* 67: 287. My. 1, '09.

It has been determined that "of the deleterious influences to which books are subjected, the fumes of burned gas are the most fatal, owing no doubt to the sulphuric and sulphurous acids which they contain."

Glazing of libraries, with reference to the chemical action of light upon leather.

A. Seymour-Jones. *Lib. Assn. Rec.* 8: 641-6. D. '06.

One cause of decay of bindings, especially old bindings, is found to be due to their exposure to daylight. A number of experiments have been made with colored glass "to ascertain whether glasses pale enough for use in library windows could afford useful protection. The general conclusions to be drawn are that yellow, olive and orange glasses are the most suitable."

Leather for bookbinding. *Nature.* 73: 219-20. Ja. '04, '06.

"The conditions under which books are kept have a great influence on the durability of the bindings. When ventilation is good and artificial light is not used the books are in a better condition. . . . Daylight and especially direct daylight, has a bad effect on some leathers and also on the colours of the dyes." Most purchased leathers contain free sulphuric acid. It improves the appearance of the material but hastens the destruction of the leather, but if the "leather containing sulphuric acid is washed with potassium or sodium lactate or acetate the effects of the sulphuric acid are neutralized."

Leather for libraries. E. W. Hulme and others. O. 54p. *2s.6d. Library supply co., Lond.

Leather question. J. G. Parker. *Lib. Assn. Rec.* 8: 489-91. O. '06.

"Speaking first of the structure, Dr. Parker said that all skins in common use for bookbinding were practically similar in structure. The skin was made up of fibres, or fibrils as they were usually called. In the outer or grain surface of leather these fibrils ran parallel with the surface, and were so fine that it was almost impossible to separate them except under a good microscope. Below this layer, and constituting the great proportion of the skin, there was a layer in which the fibres, instead of being felted close together, were in bundles, and their direction was at right angles with the surface. On the inner, or flesh side of the skin, there was a tendency for the fibrils to run parallel with the surface, and these tied together the bundles of fibres and tended greatly to the strength of the skin. The custom of paring the skin down was generally to be deprecated. In this process of paring the root of the bundles of fibrils was cut off, to the great detriment of the strength of a skin. So

much so that a skin which had been pared down by one quarter of its thickness lost thereby 60 per cent. of its strength. Skins which had been 'plated' or embossed also suffered considerably in strength. The elasticity of the fibrils was impaired, and in the process of the use of a book the leather wherever it was bent went through a process of gradual disruption. This process of 'plating' was effected by passing the skin between electrotype rollers bearing the grain of some natural skin. It might be the grain of another and superior skin, which was impressed upon an inferior kind, or it might be that in consequence of the defective character of the skin it was thought well to impress upon it its own kind of grain. Thus sheepskin was frequently given the grain of other skins, especially morocco. There was an opinion among librarians and bookbinders that if anything strong was required pigskin must be used. There was no denying its strength, but in consequence of its natural thickness it was unsuitable for any but large books. When used for small books it was prepared and reduced, and this process by taking away a good deal of the gelatine, greatly reduced its strength. Thus for large books like folios, and larger, pigskin was suitable. In smaller books it was the most unsuitable skin that could be used. There was another point which had been misunderstood. In the first reports which had condemned Persians under certain conditions, it had not been made quite clear that Persian leathers as they were imported into this country were not absolutely to be condemned, despite their defective tannage, provided their subsequent treatment was properly carried out. They were, however, frequently redressed and retanned with sumach, and in the process they were bleached with acid in order to take a light shade. It was this process which was condemned, and skins so treated were absolutely unfit for bookbinding. Persian skins which had not been redressed were suitable for circulating library work, of which the life of the binding was not expected to be more than five to ten years."

Materials and methods in bookbinding. C. Chivers. *il. Lib. Assn. Rec.* 13: 415-30. D. '11; Same cond. A. L. A. Bul. 5: 164-70. Jl. '11.

Speaking of the mechanical values of leather, Mr. Chivers says: "Leather has qualities which no other materials possess in adaptability to the binding and covering of books, because, if wisely chosen, it is of far greater variety in thickness, softness, pliability, tenacity of adhesion and strength, being capable of adaptation to the exceedingly varied conditions of modern books. Descriptions of various leathers with tests of each are given, accompanied by photomicrographs of their transverse sections. The article is accompanied by charts showing tearing and breaking strains."

Micrographic study of leather. *Nature.* 78: 18-9. My. 7, '08.

Notes on materials for library bookbinding. G. A. Stephen. *Lib. Assn. Rec.* 5: 143-6, 162-4. Ag.-S. '06; Same. *Lib. Work.* 1: 72-5. Mr. '07.

Notes on this article are given under the heading Binding and repairing.

Notes on the bookbinding leather controversy. S. Metz. *Lib. Assn. Rec.* 13: 395-8. N. '11.

Report of the committee on leather for book-binding. Viscount Cobham, and H. T. Wood. Q. 120p. *\$3.25. '06. Macmillan.

"The report discusses fully the durability of the different kinds of leathers which have been used for bookbinding and also the construction of

Leather—Continued.

bindings; a specification for binding heavy or valuable books and also one for ordinary library binding are given. . . . Valuable sections on the preparation of leather suitable for bookbinding, on bookbinding, and on the preservation of books appear in the report."—*Nature*.

Lectures.

Do lectures forward library work? Affirmative. H: T. Coutts. *Lib. Asst.* 7: 64-5. Ja. '10.

Do lectures forward library work? Negative. H. G. Sureties. *Lib. Asst.* 7: 66-7. Ja. '10.

Education through free lectures. C. R. Woodruff. *Pub. Lib.* 10: 346-50. Jl. '05.

"The lecture system has created a demand for books upon many subjects, some of which the library was unable to supply; such as books on Irish melodies, German folk songs, travel and biography. There was an unusually large demand for books on electricity and metallurgy. There has been an increase in the circulation of books upon the subjects given at the free lectures. Thoreau's Maine woods is still in constant demand, due to the fact that it was recommended at one of the lecture centers some time ago."

History, organization, and educational value of municipal library lectures. R. Haxby. *Lib. Assn. Rec.* 13: 123-32. Ap. '11.

Since the passing of the public libraries act of 1880, municipal library lectures have been looked upon as an important feature of library work in Great Britain. "The responsibility of the library authorities does not end with the provision of the means of culture; they are equally responsible for the careful utilization of the means provided. . . . A library is a vast treasure house of knowledge, and its doors are open to all. Its wealth of the richest gems of the human intellect is imperishable and incorruptible. But the would be sharer in this wealth is apt to be bewildered by its profusion. There must be guidance and good instruction in the selection of books suited to the requirements and capacity of the individual. There are no better means of giving this instruction than by organizing courses of lectures, for they serve the purpose of awakening an interest on a particular subject or branch of study, and create a desire to explore seriously and consistently some specific branch of learning." The first lectures took the form of "Talks on books" but gradually their scope was broadened until at present any subject of general interest is looked upon as fitting for a library lecture. Many libraries arrange courses of lectures on subjects on which the library has a good collection of books. Lectures illustrated with lantern slides, have proved very successful and popular with children. The lectures should aim to be suggestive rather than exhaustive. "It is true that a student who thoughtfully follows a course or courses of lectures derives considerable indirect benefit in the way of disciplinary results, and may even acquire a respectable knowledge of the subject dealt with; but, if his work cease with the final lecture, it may safely be said that he throws away five-sixths of the potential good of the course. . . . Much might be written of the good moral influences of the library lectures. In binding people together and bringing out latent intellectual tastes and dormant capabilities hitherto unsuspected in many of our working men, they are unsurpassed in any other branch of library extension work. Experience has shown that there is a real appreciation of these lectures as an inroad to the choice of good literature, especially among those classes which have hitherto had few opportunities of cultivating the taste for it."

Lectures in libraries. G. E. Roebuck. *Lib. Assn. Rec.* 11: 47-8. F. '09.

The Carnegie building with its lecture room has operated to make lecture courses almost a necessity in the up-to-date library. The responsibility of providing for these is a difficult matter. Societies and leagues undertake to provide lecturers with the too frequent result of good subjects and poor lectures. The Library association might profitably undertake a lecture bureau so that good local talent might be generally utilized.

Librarian as a lecturer to children. W. C. B. Sayers. *Lib. World.* 12: 23-7. Jl. '09.

Notes on this article are given under the heading Children's department.

Library and the lecture. F. C. Patten. *Pub. Lib.* 11: 489-92. N. '06.

The increasing interest in popular instructive lectures which is manifest in many parts of the country is making great progress in Texas. The Rosenberg library of Galveston, typical of many others in the state, provides for free lectures and encourages and promotes courses of reading and studious work in connection with them. Annotated lists of the best books on the subject are prepared and additional copies of the most valuable are purchased by the library. The women's study clubs of Texas have also secured lectures with which the library co-operates. The best results seem to follow from a series of lectures modeled after the university extension courses. This was secured one year by getting the services of a University of Chicago professor who made a circuit of several cities giving lectures in each once a week for six weeks.

Library lectures. W: A. Peplow. *Lib. World.* 12: 344-5. Mr. '10.

Library lectures and extension work. C. F. Newcombe. *Lib. Asst.* 5: 61-3. F. '06.

"The lecturer who can and does help us in our work as librarians is the man who gives out his knowledge in such a way as to open the eyes of our readers, and make them see how much pleasure is to be got out of some forms of reading or study. . . . Throw your net as wide as possible, and remember that among your readers you will always find those who care not only to listen to lectures, but who see at once the value of following out a course of reading suggested by a sympathetic lecturer."

Library lectures; their preparation and delivery. W. C. B. Sayers. *Lib. Asst.* 8: 162-9. Ag. '11.

The time seems to be coming when the ability to organize and deliver a lecture will be a qualification on which success in librarianship will depend. It will only be an auxiliary qualification, but its importance is unquestionable. No one is better able to reveal the treasures of the library than the librarian himself; there are numberless subjects on which he is better qualified to speak than an outside expert; and there are many cases in which an announced lecturer fails to appear. The librarian who can step into the breach is fortunate. The essentials in lecturing are a subject and a method. The subject must be one which will attract the audience and admit of popular treatment. In attracting the audience the form of the subject as announced is of importance. Such a subject as "The educational value of folk museums" will not draw a crowd. Different results will follow an announcement of the same lecture under the title "Stories and superstitions about ships." The choice of subject must always be influenced by the probable audience. On first view it would seem that lantern slides as an aid to visualizing the lecture would be an advantage. It depends on the subject. In all

Lectures—Continued.

matters of fact, slides are an unquestioned aid, but to attempt to illustrate novels, poems or plays, thereby limiting the imagination of those who see them, is a mistake. A lecture can only suggest; it cannot attempt to be exhaustive. A lecture to be successful should have as few important points as possible; three are sufficient for a lecture of an hour in length. Careful preparation with much practice in reading aloud for the purpose of improving articulation is recommended.

Public lecture in relation to public library work. H: E. Curran. Lib. Assn. Rec. 13: 313-21. S. '11.

"From earliest times, seats of learning and other institutions established to promote intellectual progress, caused libraries to be formed as a necessary part of their machinery. The public library reverses that order of things—providing lectures that will open the mind and quicken the intelligence, broaden the outlook of the masses upon affairs, excite interest in hitherto unexplored regions of knowledge, and direct attention to books upon wide and pleasant prospects of study and inquiry obtainable freely from the libraries—the work of which lectures are intended to reinforce." The question may be asked, should not such work come under the control of the education authorities rather than under that of the public library. Opportunities and facilities for education are many, but even at the best, educational institutions are limited in their field of activity; they do not reach the masses to the extent that the public library does. Free lecture work should be impressed upon the people as part of the library work.

"In Liverpool and elsewhere, programmes are circulated from the libraries and distributed from house to house in the various districts; posters are placed at the libraries as well as the lecture halls; the press is induced to give some prominence to the lecture committee's work and aims; and at the lectures occasion is taken to make it known that behind it all is the library committee, whose intention is higher than mere lecture giving—a missionary duty in fact, to indicate that public library books are available not merely for the further investigation into lecture subjects but for inquiry also into all branches of human thought and human experience. Thus public libraries may be made continuation schools for children (educationally speaking) of all ages." The lectures should serve not only as a means of instruction in themselves, but should serve also to point out the benefits which the library is able to extend. It is a common practice to list on the lecture programs the books bearing on the subject of the lecture. Experience shows that direct results follow.

Liverpool has had a long experience in this line of work as its free lecture system was inaugurated in 1865. The first lectures were on scientific subjects and in time came to be more in the nature of classes. Examinations were held from time to time. Later the scope was broadened, and subjects in music, art, literature, travel and history were treated. The scientific courses gradually ceased to form part of the lecture programs, it being thought that such work could better be left to the universities. Lantern illustrations have now come to be regarded as necessary in lecture work, and the library owns its own equipment. In lecture work with children, especially, is this feature important. Schoolmasters are apprised of the lectures, and the lecture subjects are often made the basis of essay work in the schools. Thus a new bond between library and school is established. Difficulty is often experienced in finding the right kind of lecturers. Where the income is limited, this may often be the case. Geographical lectures are also to be commended. "Travel lectures supply an educational need. In the ranks of the prosperous, travel is considered a necessary part of a liberal education; and for those who have neither the time nor the means for voyaging abroad, the next best

thing is to listen to one who has enjoyed such advantages, and to view upon the screen pictures of foreign peoples and places."

Public lectures, etc. N. Y. Pub. Lib. Bul. 13: 120-3. F. '09.

The New York Board of education gives some of its lecture courses in the branch libraries of that city. During the past year lectures have been given on Shakespeare, European geography, Asia, music, American history, social subjects, art, general history, biography, literature, economics, natural science, North American geography, government, health, biology, Greece and Rome. Reading lists on these lecture subjects were compiled, and these branch libraries were kept open half an hour after the close of each lecture. Other entertainments given at the branch libraries included a literary and musical Hungarian evening, with Hungarian addresses, music and folk dances, a concert for children by the orchestra of the Music school settlement, lectures in German and Italian to mothers on prevention of hot-weather diseases, meetings of the Bohemian literary club, entertainments for Swedish speaking people, tuberculosis exhibitions, etc.

Raison d'être of library lectures. C: F. Newcombe. Lib. Assn. Rec. 9: 231-43. My. '07.

Lectures are "a very powerful and potent agency towards helping forward the knowledge of the best that has been thought and said in the world, and of doing it through one of the most winning and persuasive channels known to me, the power of the human voice, and the personality of the lecturer." In Liverpool the lectures given are on popular subjects and attract large audiences but the books recommended on the lecture syllabus are only occasionally asked for. Yet "one of the chief reasons for the very existence of library lectures is to send your audience to the books themselves." At Croydon in connection with lectures, very full and carefully prepared lists of books in the libraries on the subject of the lectures are given out and books are lent to any one who writes his name and address on a slip.

Use of the library lecture room. S. H. Ranck. Lib. J. 36: 9-14. Ja. '11.

The uses to which the lecture room of the library may be put are of two classes, first, use by outside organizations, and second, use by the library itself. The use of the lecture room by local organizations is a means of advertising the library. Publicity is given thru newspaper notices and new people are attracted to the library. One of the problems confronting a library with a lecture room is the possibility of stirring up class feeling by the admission of one organization to the exclusion of another. Many libraries charge a fee for the use of the room, this fee ranging from payment for janitor service up to amounts which furnish a substantial revenue to the library. Whatever policy is pursued in this matter, the library should feel a responsibility for the meetings held under its roof. The writer believes that in the long run it will prove unwise for a library to use its lecture room as a source of revenue. In Grand Rapids the library board has adopted the following rule: "In a general way all the exercises conducted therein shall be for the purpose of fostering an interest in educational, literary, historical, and scientific subjects and the books relating thereto in the library, rather than for mere entertainment." The room is not used by local societies for regular meetings, and all meetings held by any organization must be open to the public. In lectures and meetings held under the auspices of the library the occasion is made a means of calling attention to books in the library on special subjects. With the announcements of the lecture the library prints a list of the books on its shelves on subjects to which the lecture relates. In Grand Rapids it has been found that a by-product of this

Lectures—Continued.

system is the revelation, in some cases, of weak spots in the library's collection of books. The same library has found that lectures given in a series prove most successful. Local talent has been utilized to a large extent, all local lecturers, with the exception of those in the service of the city lecturing on municipal topics, being paid a small honorarium from a sum set aside for the purpose. School and library have cooperated, the library conducting lectures in school buildings. The author offers some suggestions to builders of new libraries who expect to include lecture rooms. The room should be so arranged that it may be utilized for other purposes, for exhibits, for instance. It should be provided with a lantern, or moving picture apparatus. If possible it is advisable to have two rooms, a small room for special meetings and a large auditorium. The lecture room should have a separate ventilating apparatus. He warns against the danger of attempting to do things without proper equipment. Quoting from his report for 1907 he says: "It is highly desirable that the library should be able to furnish a meeting place for all local non-exclusive, public-spirited societies of an educational, philanthropic, scientific, engineering, or artistic character. The dentists, and doubtless similar organizations, would gladly pay a nominal rental for the use of a meeting place in the building. The income from such a source might well be devoted to the purchase of books and periodicals relating to the work of the organization. If we had several rooms which could be used in this way it would probably be an easy matter to organize the engineers, architects, and others in affiliation with the library. Such organizations stimulate thought; they promote study and investigation; they help to spread abroad knowledge among men. For them to meet in the library would be to the advantage of all concerned. It would bring them near the books and current publications which the members need in their work; it would help to make the library, to a much greater extent, the center of the best intellectual life of the city; it would promote in a larger degree the things for which the library stands—the dissemination of ideas among men. For ideas, not books, after all, are the things that mould our lives, that make over, recreate, our country, our cities, our institutions, our industries, and ourselves."

Legal periodicals. See **Periodicals.**

Legislation.

See also **Legislative reference work; Library commissions.**

British colonial and American library legislation. J. D. Brown. *Lib. World.* 8: 201-7. F. '06.

Legislation in South Africa dates from 1818. Government grants are made in no case unless £25 is raised by subscription and then the grant cannot exceed £100 a year. Canada has a library rate not exceeding one half a mill per dollar on the assessed value of all rateable property. The Australian colonies all have separate laws. "Tasmania has a model library law. . . . 'The Municipal council of every municipality may, from time to time, apply such sum as it sees fit, out of the rates of such municipality, in and towards the formation and maintenance of public libraries within such municipality.' That is the whole act." The statute is not compulsory, however, and only Hobart has put it into force. The West Indian dependencies have no legislation. "In India the government only subsidises libraries connected with the leading departments of state, such as law and parliamentary libraries for the use of legislators and the councils forming the Indian government. . . . It is a universal provision in colonial administration for the governments to assist all kinds of libraries, to the extent of contributing as much money as may be raised by the subscriptions of members or pro-

duced by a municipal library rate." Library legislation began in the United States in 1700. "The main provisions of the State library laws of America are:— (1.) The adoption of the library laws of the state by any city or municipal council, with or without the petition or consent of the rate payers. The practice differs in the various states, but it is permissive and not compulsory in every state. (2.) Power to levy a rate for the establishment and support of municipal libraries, varying from the fraction of a mill per dollar on the taxable value of the town to any sum the council may see fit to levy. (3.) Power to appoint trustees and to do everything necessary for the equipment and efficient administration of the libraries." In the United States the value of all property is taken, instead of mere rental value as in England "as the unit from which the rateable value is built up." Hence in America "the produce of even a comparatively small library rate is much greater than in a town the same size in England." The liberal library laws of the United States have produced a great number of very large and magnificently equipped public libraries, which are administered by well-educated officers, who are paid adequate salaries for the work they accomplish. No other country in the world can show such a scheme of libraries, closely in touch with all the other educational bodies, and recognized by the state as part of the national system of education."

Comparative library law. *Lib. World.* 7: 232-5. Mr. '05.

Canada.

Act respecting public libraries and art schools. Ontario—Legislative assembly. 1-18. '09.

England.

Library legislation. A. H. Millar. *Lib. Assn. Rec.* 13: 434-7. D. '11.

Main points in British library law. *Lib. World.* 11: 285-8. F. '09.

A tabulation prepared for the use of candidates for Library association examinations.

Present condition of library legislation in England. J. D. Young. *Lib. Asst.* 5: 222-6. F. '07.

Rating free public libraries. H. J. Saunders. *Lib. Asst.* 7: 82-7. F. '10.

Suggested library legislation for counties. H. W. Fovargue. *Lib. Assn. Rec.* 9: 15-8. Ja. '07.

United States.

Bill for library supervision in Illinois. *Pub. Lib.* 14: 181. My. '09.

California county library law. S. M. Jacobus. *Pub. Lib.* 15: 15. Ja. '10.

Some Californians fear that the new county library law may operate to destroy the identity of existing libraries, and make the whole library system subject to the spoils system.

California, Library conditions in northern and central. L. W. Ripley. *Lib. J.* 30: 789-90. O. '05.

California library laws. *Lib. J.* 34: 307. Jl. '09.

The California legislature recently passed an "unincorporated town library act." This act provides that "upon the application for formation of a library district by petition of 50 or more taxpayers or residents to the board of su-

Legislation—United States—Continued.

pervisors in the county in which the town is located, an election must be held to determine whether such library establishment shall be made. These elections are to be conducted according to the general election laws of the state. The library district, if established, may at any time be dissolved upon the vote of two-thirds of the qualified electors thereof. A board of three library trustees shall be appointed to conduct the affairs of the library district. It will be obligatory upon this board to call an election upon petition of 50 or more taxpayers and submit to the electors of the district whether the bonds of the district shall be issued and sold for the library demands as set forth in this act. If it is decided that these bonds are to be issued they must not bear a greater amount of interest than 6 per cent, the interest to be payable annually or semi-annually, and the bonds must be sold in the manner prescribed by the board of supervisors, all proceeds therefrom to be deposited in the county treasury, to be drawn out for library purposes."

California's new library law. Lib. J. 35: 66. F. '10.

California's new library law. H. E. Haines. Lib. J. 35: 20-1. Ja. '10.

Delaware state library commission, Handbook. F. B. Kane, comp. new ed. rev. and enl. inc. library law of 1903. D. 101p. '04. State lib. com., Dover.

Law of Vermont relating to free public libraries. C. D. Watson. Vermont Lib. Com. Bul. 5. no. 3: 1-3. D. '09.

Laws of Vermont relating to public libraries. (In Seventh biennial report board of Lib. Com., Vt., 1907-1908. p. 31-41.)

Laws of Wisconsin relating to free public libraries and the Free library commission. '05. Free lib. commission, Madison.

Library commission law of Illinois. Pub. Lib. 14: 301. O. '09.

Notes on this article are given under the heading Library commissions.

Library laws of the state of California. News Notes of Cal. Lib. 4: 123-43. Ap. '09.

Library legislation. R. B. Stone. Penn. Lib. Notes. 4: 56-61. O. '11.

A history of library legislation in Pennsylvania.

Library legislation; preprint of Manual of library economy, ch. ix. W: F. Yust. bibliog. 15p. pa. 10c. '11. A. L. A.

Library legislation in California. H. E. Haines. Lib. J. 34: 167-8. Ap. '09.

Notes on this article are given under the heading County extension.

Library legislation in Illinois. Pub. Lib. 14: 267. Jl. '09.

Library legislation in Iowa, 1909. Ia. Lib. Q. 6: 29-30. Ap. '09.

Library legislation in 1904. W. F. Yust. Lib. J. 30: 81. F. '05; Same. Pub. Lib. 10: 72-3. F. '05.

"Twelve [states] passed 37 library laws of general application and a number of local acts." These laws are tabulated according to subjects.

Library legislation in 1905. A. Wynkoop. Lib. J. 31: 57-9. F. '06.

The new laws for 1905 "aim to make more liberal provision for library work or to remove legal difficulties in the way of its extension. . . One new library commission was created and four others were enlarged either in function or scope. Provision for the founding and support of libraries was made more liberal in the case of seven states. . . In some form or other the state library has received mention in the laws of nearly all the states and territories, and in 16 cases provision is made for enlarged work, additional functions, or improved equipment. . . In several states minute provision is made for the care and distribution of state documents, giving evidence of a widespread awakened sentiment on this subject."

Library legislation in 1906. A. Wynkoop. Lib. J. 32: 70-1. F. '07.

Library legislation in 1907; a summary. N. Y. Libraries. 1: 85. Ap. '08.

Library legislation in 1908. N. Y. Libraries. 1: 216. Ap. '09.

Library legislation in 1909. Pub. Lib. 14: 239. Je. '09.

Library legislation in 1910. W. R. Eastman and C. B. Lester. Lib. J. 36: 66-7. F. '11.

Library legislation in the northwest. C: W. Smith. Lib. J. 30: C10-2. S.; Same. Wash. Lib. Assn. Bul. 1: 1-6. O. '05.

Model library commission law. Lib. J. 34: 360-1. Ag. '09.

New legislation in Pennsylvania. Penn. Lib. Notes. 2: 1-3. Ap. '09.

New library bill in Indiana. Lib. Occurrent. 2: 49-50. Mr. '09.

"Act providing for the extension of library privileges to townships in which free public libraries are, or may hereafter be, located." Upon petition of 50 taxpayers a township advisory board must levy a tax of not less than five tenths of a mill or more than one mill to secure the extension of library privileges from some designated public library to the residents of the township. The full text of the law is here given.

Ohio library laws. Ohio state library. 1-16. '10.

Oregon, Library conditions in. M. F. Isom. Lib. J. 30: 279-81. My. '05.

Oregon, Library conditions in. W: L. Brewster. Lib. J. 30: 785-6. O. '05.

"In February, 1901, the library law was passed following the Wisconsin law closely, but permitting a city to enter into a contract with any existing library by which the residents . . . have free use of the library in return for the library tax. . . A school district library law was enacted in 1901 . . . and amended, 1904, so that ten cents must be expended on district schools each year for each child of school age."

Oregon, Text of library commission law. J. Brigham. Lib. J. 30: C49-50. S. '05.

Proposed library legislation for Illinois. Pub. Lib. 12: 96-7. Mr. '07.

Legislation—United States—Continued.

Proposed library legislation in Ohio. Lib. J. 33: 507-8. D. '08.

"A bill to provide for the appointment of a state board of library examiners and the examination of librarians and library employees has been accepted with the unanimous vote of the Ohio library association as ready to go before the legislature of Ohio." The text of the bill is given in full in the article.

Recent California library legislation and its significance. M. J. Ferguson. Cal. Lib. Assn. Handbook and proceedings. p. 35-40. '09.

Recent library legislation. Pub. Lib. 16: 208-10. My. '11.

Report of the committee on essentials of a model commission law. C. Hadley. Lib. J. 34: 360-1. Ag.; Same. A. L. A. Bul. 3: 342-5. S. '09.

Summary of library legislation for 1907. W. R. Eastman. Lib. J. 33: 180. My. '08.

Summary of library legislation for 1909. W. R. Eastman. Lib. J. 35: 117-8. Mr. '10.

Synopsis of laws authorizing library commissions. Pub. Lib. 10: 83-7. F. '05.

Washington, Library conditions in. C. W. Smith. Lib. J. 30: 787-8. O. '05.

Wisconsin library legislation, 1905. Wis. Lib. Bul. 1: 53-4. J. '05.

Legislative reference work.

See also Municipal reference work.

Danger in the movement for the establishment of legislative and municipal reference departments. Special Lib. 2: 33. Ap. '11.

Dr. Charles McCarthy of the Wisconsin legislative department has written a letter voicing a warning against the indiscriminate establishment of municipal and legislative reference departments. Of the letters received by him asking advice in the founding of such departments about one half are from earnest and able people. About one quarter come from people who are plainly desirous of a political job, while the remaining quarter come from earnest people who know nothing of the work. "I think that every librarian in this work should do his best to stop the formation of departments when it is found that there are no trained people who can take charge of them. The work cannot be done by people who have no training or experience in it. It will be a failure and we ought to be frank with the legislature if trained people are not secured for these places. . . . A great harm can be done to a good movement by rushing into it or by allowing politicians or people totally unfit to work in such departments to have charge of them."

Establishment in Indiana. Ind. State Lib. Bul. No. 14: 1-2. Je. '06.

Good check for the riot of legislation. World's Work. 11: 6812-3. N. '05.

"This system operates to produce conservatism, lifts measures from the sphere of petty partisan wrangling and establishes them on a higher plane."

Indiana legislative reference department. E. Cleland. bibliog. Special Lib. 1: 58-60. O. '10.

The Indiana department is patterned after the Wisconsin department varying according to its resources and the demand made upon it. All material before finding a place on its shelves is critically reviewed as the shelf space only admits that which will be of use. The Dewey classification is used and the catalog written on durable cards. An index to the bills of the state is made and an index to the session laws is under way. Clippings are made from newspapers, magazines and proceedings of societies.

Legislative clearing-house. Nation. 81: 478. D. 14, '05.

"The average legislator, east or west, is not an habitual user of libraries. He is rather impatient of getting up a topic unless he has an accomplished secretary to do it for him. This is where the Wisconsin plan seems especially practical. The Senator's request for data on such and such a topic will bring him, say, a dozen newspaper clippings from various parts of the country, a report issued in Massachusetts, some legislative testimony from Oregon, typewritten extracts from the latest standard books on the subject. . . . and, perhaps, some letters from unofficial sources describing the working of the statutes passed elsewhere. Not a sentence is included that is not strictly germane."

Legislative librarian in Wisconsin. J. C. Commons. R. of Rs. 32: 722-3. D. '05.

In 1901 the legislature of Wisconsin appropriated \$1,500 with which to employ a reference librarian. The assistance rendered was so practical and effective that in 1903 the appropriation for that department was increased, and again increased in 1905 until now it is \$4,500 a year. Not only the legislators, but the citizens of the state, make use of this enterprise.

Legislative reference. C. B. Lester. Ind. State Lib. Bul. No. 17: 1-2. O. '06.

Legislative reference bureau. E. Brunc-ken. News Notes of Cal. Lib. 2: 96-105. F. '07.

State libraries have always given more or less aid to legislators, but they have not considered this one of their chief functions. In 1892 the New York state library notified the members of the legislature that it was ready to furnish promptly material on any topic of legislation. The Wisconsin legislative reference bureau is, however, as yet the only such bureau established by express legislation. The need of such a bureau is great. In all other countries except ours bills are drawn by trained experts, while here anyone may introduce a bill which may be drawn without regard to other existing laws. The work of the reference bureau is only limited by the size of the staff employed. It should aim to cover the "whole vast field of contemporaneous public life." Its only restriction is that it must be strictly nonpartisan. Such bureaus need not necessarily be limited to state functions. Cities are much in need of work of the same sort. Baltimore has just instituted such a bureau.

Legislative reference bureaus. Report of the librarian of congress. 1911: 183-237. Library of congress.

Several bills were introduced at the second session of the sixty-first congress looking to the establishment of a legislative reference bureau at Washington. The object of these bills is improvement of legislation: first, improvement in substance by the assurance of adequate data; second, improvement in form thru the employment of experts. The Library of congress is already supplying legislators with data which they require, but a legislative reference bureau

Legislative reference work—Continued.

goes further than this. "It undertakes not merely to classify and to catalog, but to draw off from a general collection, the literature—that is, the data—bearing upon a particular legislative project. It indexes, extracts, compiles. It acquires extra copies of society publications and periodicals and breaks these up for the sake of the articles pertinent to a particular subject. It clips from newspapers; and it classifies the extracts, the compilations, the articles, and the clippings in scrapbook, or portfolio, or vertical file, in such a way that all material relating to that topic is kept together and can be drawn forth at a moment's notice. To printed literature it often adds written memoranda as to fact and even opinion as to merit, which it secures by correspondence with experts." The organization of a congressional reference bureau will depend upon the functions such a bureau is expected to perform—whether it is merely to collect data, or whether it is to provide also for the preparation of indexes and digests, and for the drafting and revision of bills. In any case it must be recognized that the organization must be elaborate beyond that provided by any state; and that the work must be strictly non-partisan.

There follows some comparison of the work now being done in the various states, principally Wisconsin and New York, and a compilation of the laws of all states which have made any provision for legislative reference departments.

The preparation of an index to comparative legislation, one of the features provided for in the proposed legislation, would be an entirely new undertaking for the Library of Congress. "There is at present no such index comprehensive in scope. An index published by the state library at Albany covers the legislation of the several states. An index that would cover promptly, intelligently, and accurately the current legislation of the world would render a great public service—a service to the legislator in congress, to the executive branch of the government in its diplomatic relations, to the scientific bureaus of the government, and to all students of current, political, and economic facts and tendencies. Published periodically—say monthly—it can be made to broaden its service, to the aid of legislators, administrators, and investigators in all parts of this country and in other countries. The work should be done at Washington. It can only be done at the national library, where the material is to be found or by which (with the aid of the consular and diplomatic representatives of the United States) it can most effectively be secured. It will require not merely the current statutes promptly upon their enactment, but the files showing the legislation of the past. It will require subscriptions to a considerable amount of material which can not be secured by the library as gift. It will require a systematically organized corps of special workers, besides the routine service for recording, classifying and for correspondence. If such a work can be organized at the Library of Congress, it will do more than any other expenditure of a similar amount to make useful the great mass of legislative documents which are accumulating within its walls, and which it has an opportunity to accumulate unequaled by any other institution in the world." The index would cover the statute laws of all civilized countries. It would cover primarily the most recent enactments, but would from time to time trace back the entire course of legislation in a particular subject. It would be not merely a list of acts by title, but would be a subject index, and, in a measure, a digest. The work of indexing the statutes calls for a particular type of mind. "In the proposals and discussions hitherto in regard to indexing legislation and, indeed, in the work which has been undertaken, the qualities of mind and training of those who are required to perform the work have not been appreciated.

An index is a guide. Guides are made to economize time and give certainty. A good index is one which leads an inquirer directly to what he wants and puts him in touch with all that he seeks. The insight and comprehensive knowledge which a lawyer must have who presumes to foresee what other lawyers may want in the body of statutes have apparently escaped the attention of those who have given the subject of indexing the statutes consideration. Such indexes must meet the practical needs of the lawyer because sooner or later all exact and serious use of the statutes falls to men trained in law." With the tremendous increase of legislative-made law throughout the world the cost in time of individual research has come to be a considerable item. The cost of statutory law service would be trifling compared with the economies that could be effected. "The practical relation of scientific indexes to better legislation has not been understood in this country. It should be carefully considered. By bringing to light all the law which has a bearing on the subjects of proposed legislation, such indexes would undoubtedly enable our legislators (particularly if they avail themselves of the assistance of the statutory specialists who made the indexes) to prepare statutes which are not only more harmonious and consistent in principle, precise in phraseology, and clear and intelligible in form, but which are better in subject matter, fewer in number, and shorter in length." Little definite information is to be obtained in America as to the acts of foreign legislative bodies. Statements of the legislative acts of foreign countries are constantly being made to congress, but there is no immediate means of verifying them. Individuals are occasionally employed for a short time to report the foreign law on certain subjects; but temporary service comes relatively higher than permanent service. Furthermore these men are frequently not well trained and their reports, therefore, lack exactness. "Ours is the only great country having popular law making bodies which fail to employ specialists in statutory law to assist them."

The report closes with the text, in full, of the bills introduced in the sixty-first congress.

Legislative reference library. R. M. Baxter. Arena. 39: 674-81. Je. '08.

There should be established an information bureau for the legislators of every state. "In every state you find an adequate judiciary department; that is, their working outfit has been amply supplied; they have their secretaries, an admirable library, and skilled clerks to put the library at their service. Again, there is a group of executive offices and each in the charge of a man who is supposed to be uniquely fitted for that place. On the other hand, you have the legislature, the law-making branch of state government—really the *raison d'être* of the other two—most unfavorably provided for of all. It is made up of a lot of men dragged off from their business for sixty days, and frequently at a pecuniary loss, to wrestle with over 1,200 legislative propositions—every one of which demands an altogether different point of view than anything they have been accustomed to cultivate. Hitherto the Solon could rely for help on the lobby, hire his own secretary to gather material, or consult an attorney for opinions on legislative constitutionality or suitability. And about the only thing he did was the first of the three. This movement is not to be confused with the people's lobby. That enterprise assumes to guide legislation. The legislative librarian is not a guide. He is not starting anything or advocating anything. He is not creating a demand for his services; he simply waits till he is called on. He does not take the place of legislator or constituency. He is only an attractive supplement to what exists. He says as quantity and quality of legislation become more complex, the maker of it needs help—of an intelligent discriminating kind. He is, more accurately, perhaps, a private secretary. It is not the material the

Legislative reference work—Continued

legislator should have but what he wants that counts. It is merely a case of furnishing the goods. . . . For example, if the issue is capital punishment, these legislators are after tabulated material to tell them what states have abolished the practice, in the states which have capital punishment, what number of indictments for offenses so punishable have been returned before and after the adoption of this method? These direct, simple facts are just what men ask for." The purpose of the library is to gather together and make immediately available for reference any and all statements of facts that may have a practical bearing upon the questions to come before the legislature. When the legislator comes for help the facts are set before him and he uses them just as he pleases. "The library does not stand back of any statements it makes. It gives, along with every bit of information, an exact account of its source—volume, chapter, page and paragraph. The source of facts often determines entirely their value. . . . The possibilities of this enterprise in drafting a law are best brought out by its experience with the Wisconsin public utility law. . . . Mr. M. S. Dudgeon, a lawyer of the department employed as a specialist bill draftsman, and Mr. John R. Commons, of the University of Wisconsin, international authority on public utilities, first met the legislature committee and mapped out a general plan for a bill. Then they studied all legislative regulation of public-service corporations—the interstate commerce act, the Massachusetts law to regulate gas and electric-light plants, and the proposed New York public-utility law. The decisions of the various courts relative to regulation of public-service corporations were studied. Wherever possible, language which had been construed by the courts was used. In some cases a phrase or word was used only after an exhaustive study of decisions lasting several days. When a complete draft of the bill was made it was printed. The department sent copies of the bill to every man who was supposed to have any special knowledge of the subject or any feature of it. Copies were sent to university men, to practical experts, to managers and superintendents of public utilities, to lawyers and judges, and to mayors and aldermen of various cities. All were asked to comment upon and criticize the measure. Many financially interested responded in a disinterested manner with valuable suggestions. There were public hearings before the joint legislature committee. All the arguments advanced were taken in shorthand; and when the hearings closed, the committee took up every suggestion and looked at it with the most searching scrutiny. So it came about that legislators, professional draftsmen, university authorities, men of large affairs, legal counsel and public officials all got together to make a single law. The work that was done has proved gratifying to the legislators. It has been very cordially commended by attorneys-general and members of the Supreme court. It is a decided economy of time and money."

Legislative reference of the future. F. J. Stimson. A. L. A. Bul. 3: 301-8. S. '09.

Legislative reference work and its opportunities. C. R. Woodruff. A. L. A. Bul. 2: 278-83. S. '08; Excerpts. Pub. Lib. 13: 300-3. O. '08.

"Prof. John Burton Phillips, in his admirable scientific assistance in law-making, declares that 14,193 laws and resolutions were enacted in 1901 by our several states, and that several state legislatures passed more than 500 laws at a session, and the average legislature is not over 90 days in length. Then he asks the pertinent question, How can any man vote intelligently on the passage of so many laws in so short a time? He might also have inquired with equal force, How can so many laws be properly designed and drafted? The answer is, they are not. No small part of the growing mass of litigation is due directly to the sloven-

liness with which laws are prepared and passed. The legislature does not object to having a parliamentarian to advise the presiding officer. It is not regarded as a reflection upon his capacity, knowledge or ability to have an expert always at hand to advise him as to intricate and unexpected points as they arise. Then why should there be any reasonable objection to having expert draughtsmen to prepare the laws and expert advisors as to the contents of bills? Why should there be any feeling of hesitation in calling upon a well-regulated legislative reference library for assistance? . . . It is the duty and the opportunity of the state librarian if there is no legislative librarian, and of the latter, if there is one, to give this assistance and in this way contribute to the improvement of the quality of state legislation which, as I asserted at the beginning, should be one of the prime functions of a state library. . . . The existing legislative reference libraries will not reach their highest degree of usefulness or realize their full opportunity until there is a well-equipped legislative reference department established in connection with every state library and until all such departments are in close and harmonious relations with each other. In short, the system must be extended to every state and then carefully co-ordinated, possibly through some specially devised clearing house or through the Library of congress acting in that capacity."

Legislative reference work and the reporting of legislation; discussion. A. L. A. Bul. 4: 703-13. S. '10.

A discussion of the work of the Law reporting company of New York which indexes the bills presented to the legislatures of the various states. Libraries as a rule found this service satisfactory.

Legislative reference work without an appropriation. J. Brigham. A. L. A. Bul. 1: 200-12. Jl. '07.

"The legislative reference section of the New York state library brings to legislators and legislative committees all available information bearing upon proposed legislation, but does not undertake to act for the legislator or the legislative committee, either in passing on the relative value of the information given or in the drafting of bills for legislative action. The legislative reference department of Wisconsin's library commission does not stop here. It not only collects, collates and supplies all needed information, but it also passes on the relative value of the same. It also supplies legislators and legislative committees with briefs and arguments, and on request, drafts bills. The legislator has only to press the button: the reference librarian and his assistants do the rest." In Indiana "the department tried to serve as legislative secretary for every member who desired its services. . . . Nebraska makes no direct provision for legislative reference work, but in the general appropriation bill passed last winter that work is recognized as a branch of the State historical society. . . . Maryland's legislative reference law is unique in that it generously permits the city of Baltimore to provide at its own expense a legislative reference department for the benefit of the capital city and the state. . . . In the Maryland law, I see no trace of an attempt to put upon the department responsibility for legislative functions." In Rhode Island an appropriation of \$1,800 annually is provided by the legislature and the department is limited to reference work pure and simple. South Dakota has a division of legislative reference in the state library but no direct appropriation for it. Iowa has an extra assistant in its state library for such work, the other expenses being borne by the library. Several other states have such bureaus provided for by legislative act or appropriation.

Minnesota tax commission library. Special Lib. 2: 41-2. My. '11.

Notes on this article are given under the heading Special libraries.

Legislative reference work—Continued.

Official legislative adviser in Wisconsin.

Outlook. 79: 415-6. F. 18, '05.

"The duty of . . . the legislative librarian, is primarily to collect and place at the disposal of the members of the . . . legislature material regarding every conceivable matter which might come before them for consideration and action—railroad control, taxes, factory legislation, municipal regulations, etc. He is expected to furnish statistical data, make written or verbal reports, and give advice as to the proper draft of a proposed bill. His assistants clip newspaper items and catalogue magazine articles; correspondence is carried on with experts regarding various subjects of probable legislative action; the work of congress and of the various state legislatures is carefully followed, and copies of bills are obtained. Books and reports are collected. A thorough card index system is used, which makes it possible to get at any desired information in a very short space of time. When a bill is about to be drafted, the author comes to the legislative librarian for information as to the legislative action in other states on the same subject, and for advice as to the proper form of the bill. Committees which are considering certain bills, ask him for exact, unprejudiced information."

Province of the state library when restricted to the service of the legislature.

J. E. King. A. L. A. Bul. 3: 292-4. S. '09.

Notes on this article are given under the heading *State libraries*.

Qualifications of legislative and municipal reference librarians. M. S. Dudgeon. Special Lib. 2: 114-5. D. '11.

Notes on this article are given under the heading *Librarians and assistants*.

Wisconsin legislative library. M. S. Dudgeon. Yale R. 16: 288-95. N. '07.

The average legislator cannot be corrupted but there is danger that he may be misled to form wrong judgments by lobbyists who set before him certain sides only of a question. He needs a source from which "he can obtain complete information and intelligent unbiased suggestions," and he also needs assistance in putting his measure into proper form. The Wisconsin legislative reference department, a pioneer in its work, "does not maintain an extensive or expensive library." A book found in any of the Madison libraries is not duplicated "unless it has a direct bearing upon legislation and would be in constant demand." It is however made available by being indexed. The department collects "all kinds of documents relating to the legislation of the other states, of the federal government, and of foreign countries. . . . Everywhere are problems growing out of crime and pauperism; marriage and divorce problems; problems relating to hours of labor, child labor, and wages; various problems connected with the relation of labor and capital and the rights and duties of both; problems arising out of insurance, inheritance, taxation, and the regulation of public service corporations. What the legislator needs to know is what efforts other communities are making to solve these problems and how they are succeeding, so that good measures may be adopted from other communities and failures need not be duplicated. Prior to each session a special effort is made to get copies of every law on every subject which is likely to be legislated upon at the current session. All data bearing upon the success or failure of the legislation enacted in other states and countries are also collected. If a measure has failed or has been repealed, the reasons for the failure or repeal are sought. If it has been successful, its provisions are carefully studied and analyzed with a view to their adaptability to local needs." A store of critical data is col-

lected, classified and made quickly accessible for a concise presentation of legislative subjects. Any appearance of influencing legislation is avoided. In the department is a cataloger "who not only knows indexing, but knows enough of law, economics, and legislation to classify and index intelligently the great variety of material which this department is constantly collecting." Another assistant, a student of social and economic conditions writes each year a number of valuable bulletins upon questions of interest to legislators. "This department makes every effort to bring the legislators into contact with the university professors who are dealing with subjects parallel to those legislated upon. Inquiries as to constitutionality are referred to the law school men. The engineering department of the university is called in when questions as to water power, dams, drainage, and similar subjects are before the legislature. The agricultural department is consulted on such questions as Canada thistles, bovine tuberculosis, and all scientific phases of practical agricultural subjects. The opinions of the men in the departments of economics are sought in regard to legislation along the line of taxation, regulation of public service corporations, and similar subjects." When the recent Wisconsin public utility law, pronounced by some the most complete law of the kind ever enacted, was under consideration the department detailed one of its lawyers to draft it. He called in on consultation Prof. John R. Commons of the University of Wisconsin, a student on public utility questions. In conference with the legislative committee the bill was mapped out. Then all legislation on the question anywhere was studied, as were also court decisions on the regulation of public service corporations. "Wherever possible language which had been construed by the courts was used." When a complete draft of the bill was made it was printed and copies sent to every man who was supposed to have special knowledge, of any of the features. Public hearings were then given on the bill. "The facts stated, court decisions cited, and economic principles advanced by those making arguments upon the hearings were subjected to careful verification. Here were legislators, experienced draftsmen, eminent economists of the university, high-priced legal counsel and experts representing special interests affected, state and city officials, as well as public-spirited lawyers and other citizens interested in behalf of the public, all centering their efforts and contributing their best thought toward the framing of a single law. That such a situation developed was in a large degree due to the legislative reference department."

Wisconsin system and the Nebraska plan. A. E. Sheldon. Neb. Lib. Bul. No. 3: 3-5. N. '06.

"The Wisconsin reference library may be summarized as follows: Volumes of all kinds, 3137; Pamphlet-holders, wooden boxes, 693; Pamphlet-holders, thin cardboard cases, 340. The books consist mainly of two classes. First, official reports and authoritative documents from all parts of the world giving statistical and other information upon the subjects concerned. Second, books of scholarly research and investigation by specialists upon social, economic, and political questions. The pamphlet-holders contain material in three forms. First, pamphlets themselves—paper covered essays and arguments, laws, ordinances and decisions, from every possible source,—showing what action has been taken by legislative and administrative bodies, what arguments and counter arguments have been made upon the subjects of that action. Second, magazine articles torn from their setting, and fastened in a manilla paper cover with the title or topic conspicuously printed on the front. Third, newspaper and periodical clippings, pasted on sheets of manilla paper, eight by ten inches in size, which are perforated at the back edge so that they may be tied together for convenience in use. To

Legislative reference work—Continued.

these three classes of material should be added a fourth. This consists of official correspondence—letters written in answer to inquiries giving facts or opinions as seen by the writers. These letters are pasted or otherwise fastened to the manilla sheets used for newspaper clippings. The key to the use of all this material is found in a card catalog. . . . The subject headings used should be not only those naturally thought of by libraries and specialists, but every possible name which would be used by the every day citizen,—the whole minutely cross-referenced so as to guide the searcher surely to his object."

Wisconsin's legislative reference department. Lib. J. 30: C242-6. S. '05; Same. Wis. Lib. Bul. 2: 53-6. Jl. '06.

"Essentials for work in helping the cause of good legislation. . . . [are] 1. . . . A selected library convenient to the legislative halls. . . . 2. A trained librarian and indexer. . . . 3. The material . . . arranged so that it is compact and accessible. Do not be afraid to tear up books, documents, pamphlets, clippings, letters, manuscripts or other material. Minutely index this material. Put it under the subjects. Legislators have no time to read large books. . . . 4. Complete index of all bills which have not become laws. . . . 5. Records of vetoes, special messages, political platforms, political literature . . . should be carefully noted and arranged. . . . 6. Digest of laws on every subject before the legislature should be made. . . . 7. The department must be entirely non-political and non-partisan. . . . 8. The head of the department should be trained in economics, political science and social science in general, and should also have a good knowledge of constitutional law. . . . Get material, facts, data, etc., and get it quickly and get it to the point, boil it down and digest. . . . Make arrangements with all libraries in your city and libraries elsewhere for the loan of books or other material. . . . Keep your place open from early in the morning till late at night. Do everything in your power to accommodate those for whom you work."

Lending methods. See Loan department.

Lettering of books. See Marking books.

Liberty of the press.

Writers and official censors under Elizabeth and James I. Library, n. s. 8: 134-63. Ap. '07.

Librarians' aids.

Ethics of library tools. M. van Buren. Wis. Lib. Bul. 7: 180-1. N. '11.

Helps for librarians. North Carolina Lib. Bul. 1: 105-8. D. '11.

The library aids which the librarian has at her command may be classed as human aids and non-human aids. In the first class the A. L. A. stands first. "To it we owe in a large measure our modern library methods, the infusion of practical business methods into our work, and the elevation of librarianship to a dignified and honored place among the professions." Similar in aim are the state associations, and the state library commission is another organization ready to lend aid. Members of other professions are a great help. Doctors, lawyers, and others gladly respond to requests for information. And librarians anywhere at any time stand ready to give help and information to one another. At the head of the second class stand the A. L. A. catalog, the Decmal classification, and the A. L. A. list of subject headings. If a librarian were to be deprived of all professional tools but one, she would surely select the A. L. A. Catalog. In spite of the criticism against the Dewey Decmal classification it has been widely used,

and the revised edition was anxiously awaited. It had been promised that the 7th edition would be revised to meet the growth in the literature of many subjects. "But it is a great disappointment. Many of the classes which we had hoped to see expanded are untouched, and several which did not seem to require much expansion, have been divided and subdivided almost to infinity. In the old edition, 611 & 612, anatomy and physiology, occupied 3 pages, in the new 58! This notwithstanding the fact that these classes were reasonably adequate for all except special libraries. On the other hand, Agriculture, a subject in which even the smallest library is intensely interested to-day and around which has grown up a vast amount of literature, has only one-half page, the same as in the previous editions. The relative subject index which has been thoroughly revised, atones in a measure for the lack of revision in the tables, and many new and important subjects are included which are not indicated in the tables proper. This is not a criticism of the Decmal classification as such, but merely of the 7th edition, which does not, in our estimation, fulfill the promises made for it." The A. L. A. list of subject headings as it appears in its revised edition is admirable in every respect. The publications of the A. L. A. publishing board are of great value; at their head stands the Booklist. "I sometimes think we do not get as much out of the Booklist as we might. The critical notes, the L. C. serial numbers, the classification numbers, and the subject headings, all help wonderfully in the technical part of a librarian's work." A subject index to the Booklist will hereafter be issued each year in addition to an author index. The "Manual of library economy," issued in chapters by the A. L. A. publishing board, and the manuals of American library economy, issued in the same way by the Newark public library, are valuable. The Library of Congress is a valuable friend thru its book loans, its bibliographies and its card distribution section. Of the publications of commercial enterprises, the most valuable are those of the H. W. Wilson company. State and government documents contain great storehouses of information and Mr. Wyer's "Government documents for the small library" should be in every librarians' hand. Reference should also be made to the library periodicals and the bulletins of state commissions. Every organization and association in these days is resorting to print to promulgate its cause. Libraries are usually swamped with material of this kind, but it is worth while to take time to separate the wheat from the chaff.

Librarian's book shelf. Ia. Lib. Q. 5: 207. Ap. '08.

Librarians and assistants.

See also Children's librarians; Civil service for libraries; Examinations; Librarians' aids; Library associations and clubs; Library schools; Library training; Pensions for librarians; Registration of librarians; Salaries; Staff meetings; Time schedules; Vacations; Work sheets.

Academic standing of college library assistants and their relation to the Carnegie foundation. W. E. Henry. A. L. A. Bul. 5: 258-63. Jl. '11; Excerpts. Pub. Lib. 16: 294-5. Jl. '11.

The reference librarian must "possess a larger grasp of information than is expected of any professor, for this member of the staff must know in general all that the faculty knows in detail. The lending librarian, if she does her whole duty, must know the book resources as well as the combined faculty knows them." The library staff should rank with the faculty, the librarian having the rank and pay of a professor, the assistant librarian should have the rank and pay of an associate professor, the

Librarians and assistants—Continued.

other members of the staff that of assistant professors and instructors, according to the ability required. "Those not fitted to so rank should not be members of the staff but some other name should be adopted. . . . Admission to the staff of a college library must demand at least the bachelor's degree and added thereto should be the training of a library school preferably culminating in a professional degree; or, in lieu of school training, such experience in library work as shall leave no question of capacity or efficiency." The librarian should have equal claim with the professor to the Carnegie foundation retirement allowance and this claim has been allowed by the management of the foundation fund.

Aids to provincial library assistants. W. B. Coupland. *Lib. World*. 14: 151-2. N. '11.

Applying for another post. W: Law. Lib. *World*. 12: 210-2. D. '09.

Assistant librarian: present and future. W. C. B. Sayers. *Lib. Asst.* 7: 103-9. Mr. '10.

Assistant's meetings. *Lib. J.* 31: C252-4. Ag. '06.

The state association should plan some part of the meeting especially for assistants. In this way their outlook will be widened, they will learn executive ability, and they will have an opportunity for much needed social intercourse. They have often met individual difficulties in individual ways and much is to be learned from them. The librarian should show confidence in his assistants by giving them a positive share in the administration when possible.

Assistants—past and present. *Lib. World*. 14: 143-6. N. '11.

Book side of 'things. H. A. Wood. *Pub. Lib.* 13: 40-1. F. '08.

To catalog a book perfectly with all the periods and dashes in their proper places is not so worth while as to "study the desires of those whom we would serve that they may find happiness on a higher and higher plane; so that they will demand better and better books." To do this the librarian must have a first hand knowledge of the books. "Reference books, of course, and many books of information need only be scanned, but the classics, the fiction and the children's books must be read. What should we think of a Latin teacher who had never read Virgil and Cicero and Caesar? People constantly ask, Have you read this book? . . . Since the coming of open shelves have we not allowed the people to shift for themselves too much? Have we not allowed ourselves to depend too much upon the opinions of the critics in forming our judgments of books?"

Business end of a library. A. A. Pollard. *Lib. J.* 31: 311-5. J1.; Same. *Pub. Lib.* 11: 355-9. J1. '06.

Cardinal principles of a librarian's work. S. W. Foss. *Pub. Lib.* 14: 77-81. Mr. '09.

"The first great cardinal virtues of a librarian should be toleration and enthusiasm . . . we put toleration into a librarian to make him judicial, and we put enthusiasm into him to make him human. . . . As a librarian a man should be as tolerant as charity, which 'beareth all things, believeth all things, hopeth all things, endureth all things.' As a man, and outside his library building, he may have his own beliefs, his own tastes, his own fads and his own orthodoxes and heterodoxes. . . . The librarian today should be a good mixer. The reason why Shakespeare interests all men is

because all men interested Shakespeare. The tolerant librarian I am trying to portray will circulate with the long-heads and the pundits, and also with the flatheads and the triflers. All human interests are his interests. The canals on Mars and the fall style of bonnets both supply food for his omnivorous hunger. . . . Well, now that we have our librarian perfectly tolerant and perfectly enthusiastic, what does he need next? He needs a large appropriation. . . . A public library to be managed efficiently must be managed by a one-man-power—and that one man ought to be the librarian. . . . Get your people to read the books they have paid for, is the librarian's first and great commandment. . . . Let him be the intellectual file-leader of his community. Let him grow big enough to fill the great place it is his duty to assume."

Choosing a librarian. *Pub. Lib.* 16: 374-5. N. '11.

The Public Library commission of Indiana has sent out a circular to the libraries of the state giving some sound advice to libraries on the choosing of their librarians. The first requirement is a good general education. The second is a knowledge of the technical side of library work. "A library that pays a salary of fifty dollars or more should employ a librarian who has had one or two years' training in a regular library school; one who has had training in a short summer library school and some experience; or one who has had a great deal of experience." Where the salary must be less it is best to choose an intelligent young woman of good education and have her attend a summer library school before taking up her duties. If she can also spend a short time in a larger library, so much the better. The third qualification is administrative ability. Factors that should not influence the choice are the need of the applicant, local favoritism, political, personal or religious preferences.

Classification of the service in the Chicago public library. *Pub. Lib.* 15: 120-1. Mr. '10.

College libraries and college librarians: views and comments. W. N. C. Carlton. *Lib. J.* 31: 751-7. N. '06.

Notes on this article are given under the heading College libraries.

Concerning the library assistant. E. Bailey. *Lib. Assn. Rec.* 11: 229-36. My. '09.

The Library association's requirements are exacting out of all proportion to the salaries paid and the prospects for advancement. "I would not support any lazy sentiment by denying the need for private study on the part of the library assistant. As the librarian is both a custodian and a distributor of books it is absolutely essential for him to know something of those under his care. I have already indicated how he may acquire that knowledge. One cannot expect him to know everything about the contents of his shelves, or even remember at all times what he has there and what he has not. In large collections of books this is impossible. We concur in the opinion that a necessity exists for the culture of the librarian, and that whatever the line his studies take, he should endeavour to increase his general information as far as possible. Examinations which will test that general knowledge fairly and within reasonable limits are to be encouraged, but let us have done with the idea if we cherish it, that young librarians in order to occupy positions on our staffs must necessarily blossom into individuals with academic distinctions, or something very near to that, and do not let us, when we are called upon to do so, in our over-abundant zeal forget to take into consideration all the circumstances that will determine the present and future career of the assistant. If chief librarians are determined to insist upon requirements that are extraordinarily high, then let them be prepared to ad-

Librarians and assistants—Continued.

vocate on their committees the largest possible remunerations, the best possible conditions in other respects, for these requirements should certainly command them."

Difficulties of the provincial library assistant. W. B. Coupland. *Lib. World*. 14: 60-1. Ag. '11.

Dr. Crothers and the librarian. H. Clemens. *Pub. Lib.* 16: 371-3. N. '11.

In a discussion of the aspects of the essays of Dr. Samuel M. Crothers which appeal especially to library workers, the author offers the following definition of a librarian: "a temper-tested workman who believes in class distinctions among books and in a democracy of readers; whose vocation is the systematic training of the printed page for easy introduction to the reading public, and whose avocation is the endeavor to fabricate some basis for the reputation of general knowledge under which he labors."

Dress in the library. M. Frost. *il. Lib. World*. 11: 182-4. N. '08.

Efficient assistants. E. K. N. Bartlett. *Lib. World*. 7: 344. Je. '05.

Empty heart; a paper read on the educational future of libraries before the library section of the Colorado teachers' association, Dec. 29, 1908. J. F. Daniels. *Lib. J.* 34: 4-8. Ja. '09.

Fourth meeting of Norwegian librarians. For Folke-og Barneboksamlinger. 5: 95-135. D. '11.

Function of the librarian. R. C. Davis. *Mich. Alumnus*. 12: 256-7. Mr. '06.

The first conception of the librarian was that he was a caretaker. As he became ambitious he began to accumulate books, and as they increased he began to catalog and classify them. Then he felt compelled to advertise his library. As the need grew for larger rooms he studied architecture. These are some of the duties that the librarian has gradually assumed.

Future of library assistants. *Lib. Asst.* 6: 259-60. F. '09.

A mistaken philosophy discourages library assistants from further efforts for higher education by stating that a salary of 15 shillings a week is the most to be hoped for. It is urged that many already receive more than this sum, and that the demand of the public for more and more intelligence on the part of library assistants will inevitably operate to raise salaries.

Gentle librarian: a transcript from experience. V. E. Graeff. *Lib. J.* 30: 922-3. D. '05.

"She is always ready to serve and never considers a question about a book or subject of research an interruption."

Girl as a librarian. A. S. Richardson. *Woman's H. C.* 35: 29. Ap. '08.

"Of all fields in which to sow her energies, the well-educated but otherwise untrained girl who suddenly faces the problem of self-support will find in the modern library among the most promising. So far the profession is not overcrowded, and the good worker is in demand. It is a field open alike to the graduate of college, finishing school or high school, but it is closed to the girl who has barely managed to pull through the graded schools, and who, through either force of circumstances or inclination, stopped when she had acquired a rudimentary knowledge of the English branches. It is an ideal field for the woman who is intellectual, yet lacks ability to express this intellectual in literary form. It often proves a most profitable and pleasant field for the teacher of methodical habits, good education and bookish tastes, who somehow lacks the gift of discipline and instilling knowledge in the youthful mind. But it is not the field for that common type of girl who likes books, yet is not a student, who imagines that in the library she may familiarize herself with such books as please her fancy, and ignore those which do not appeal, and who pictures herself as exchanging books during the busy hours and reading the new novels when visitors are few. The delicate woman who wants ladylike employment and genteel hours should avoid the library; so should the girl who has no time for preparation, and who insists that she must earn money right away. But if any girl is earnestly seeking a profession in which she may rise by her own merits and through her own industry, broaden her mental life by constant association with the best in literature, and at the same time do something for her fellow-men, she will find such work in the public library. In stimulating the interest of all her visitors, in directing their reading along broader lines, in feeding the starved minds of those to whom the public library opens for the first time the door to literature and literary pleasures, the librarian is doing something more than earning her salary and serving the library board which appointed her. She is uplifting humanity. And in so doing she finds the fine, if narrow, path to happiness, and she is mastering the first principles of the joy of living."

Helpful state of mind. J. C. Dana. *Pub. Lib.* 10: 178-9. Ap. '05.

Scholarship, personal presence, neatness, exactness, accuracy, are essential qualifications of a librarian." Success is impossible without a thorough knowledge of the technique of our business. From pastepot to catalog and from paper knife to discounts, these things must be known and must be learned afresh each day, for with each day they change."

Hours of service and vacations. N. Y. Libraries. 1: 119. Jl. '08.

"An investigation made within the past year of the practice in 15 of the large libraries of the country shows that the average daily service required of librarians in these libraries is 7 hours, and that the average time allowed for vacation is 23 days. 12 of the 15 libraries allow various periods of absence on account of illness, without deduction from salary."

How the library helps the librarian. E. A. Woods. *Pub. Lib.* 12: 297-8. O. '07.

"What we receive depends largely on what we give of time, labor, sympathy and self, but be it ever so little it is returned unto us full measure, pressed down and running over, for is there any calling where more appreciation is shown, by the majority, for effort made in their behalf? . . . One of the greatest benefits is in the breadth of vision which we acquire and which is such a saving power in the universe. We become sensitive to the various influences dominant in the great outside world and we are spurred on to broader and higher living."

Ideal librarian and his training. H. J. Mackinder. *Lib. Assn. Rec.* 10: 198-204. Ap. '08.

"The librarian of the future will be a man who knows the treasures under his command, who knows something of human nature, and also who is sympathetic with the men that come before him, including the scholarly men, and who will understand what kind of thing is wanted, who knows his books from that point of view, knows which are the amusing books, the text-books, the books of ideas, the books of new facts, and will be able to advise

Librarians and assistants—Continued.

accordingly. In order to attain this power, what is essential is a liberal education as well as a technical one."

Ill-health among library workers. Pub. Lib. 12: 11. Ja. '07.

"Personally, I am very well, and . . . I think it is only because I eat, sleep and exercise like a sensible person, and take enough interest in matters totally outside my work to give my mental machinery a new turn once in a while. I have a pet theory that, in the long run, the sum total of one's work and the amount that one can add to the world's happiness, will be greater if one does not attempt to do it all at once, but is willing to do only a reasonable amount each day."

International librarianship versus the village pump. J. D. Stewart. Lib. World. 13: 374-6. Je. '11.

Professional men and women of one country know very little about the work that is being done by similar workers in other countries. "Instead of profiting by the experience of workers throughout the world, each country's group goes on to re-discover the same old things and to make the same old mistakes. This is particularly true of librarianship. In each country, with the exception of a few workers who are well informed, there is a profound ignorance of the library activities of other countries. The names of a few great libraries of each country are well known, but that is about as far as general professional knowledge extends. The methods of administration in vogue in American libraries are but sketchily known in England; English methods are practically unknown in America; and continental methods of administration are unexplored territory." Because some particular method of administration is in vogue in a number of libraries in one country, the opinion prevails in that country that the method is universal. It may have been abandoned by every other country in the world. "Probably the most potent agent that can be utilized for breaking down the accidental barriers of frontiers and oceans is the library press. There is a growing tendency among the magazines devoted to librarianship to record the doings of other countries. Is it too much to ask them to extend this interest still further? Articles on methods in vogue in various countries for various purposes would be interesting and welcome. Library news, other than events of purely parochial interest, might also be gathered. The library press should consist of periodicals devoted to librarianship, not purely British librarianship, or American librarianship or Dutch librarianship. Then librarianship will cease to be discussed round the village pump, and will be considered in its true light as a science of world-wide application."

Junior assistant and the library association certificates. C. F. G. Tessier. Lib. Asst. 7: 109-10. Mr. '10.

Knowledge of books. N. Y. Libraries. 2: 251. Jl. '11.

When information is desired on any point of library management or economy, it is a simple matter to point out the expert who can give the information, but a recent request for the names of librarians who had expert knowledge of books could not be adequately met. "To the student of recent library history, the causes of this are not far to seek. It is a natural defect of the very qualities that have given the library its present position in the world, its extreme emphasis on practical, tangible, measurable results, its supreme regard for 'efficiency' in library management, with its inevitable tendency to test results in terms of figures and percentages, and the domination in library schools and training classes of the idea that the trained librarian is one skilled, not in the knowledge

and use of books, but in library method. . . . The main business of the librarian is not with questions of number and cost, but with books and their relation to human want and needs. It is absurd to estimate the service of a librarian to his community by the number of books he issues or the per capita cost of such issues. The true measure of his service is the extent to which the great world of books has been made a living, appealing, inspiring reality through that service, and for a man or woman to assume a position calling for such service without some special first-hand knowledge of the book world, is simply an impertinence. . . . Efficiency is a fine word, a stimulating word. Interpreted aright, it can not be too much emphasized. But in library work it includes as its very first essential, an efficient application of books to human wants, needs, tastes, and capacities, and for such efficiency, there is no possible substitute for a knowledge of books."

Labor and rewards in the library. A. E. Bostwick. Pub. Lib. 15: 1-5. Ja. '10.

Librarian. N. Y. Times Saturday Rev. 14: 442. Jl. 17, '09.

Librarian a scholar or not? D. C. Brown. Pub. Lib. 13: 169. My. '08.

"The writer maintains that learning is the primary requirement in a librarian and in so doing he does not deprecate technical knowledge and executive ability."

Librarian: a trustee's view. T. Gay. Ia. Lib. Q. 5: 39-40. Jl. '05.

"That the faithful employee should give her strength and a portion of her life to an institution for a stipend, building a solid foundation for her community's interest and never receiving a word of commendation, seems pitiable. We should give our librarian her due in this respect, and we are paid abundantly when it is received with eyes shining with happiness. And remember that such commendation not only gives your librarian additional happiness, but also gives her additional power for good and adds a moral force to her work which can come from no other source. While this is being done, inquire into the details of her work. We should know something of how to direct, or at least how affairs are being directed in an institution of which we are the trustees. At any rate, such an interest manifested is a source of happiness and power to the librarian. Study then to make your librarian happy, and the patrons will feel the influence of an added power in administration."

Librarian and her apprentices. M. Van Buren. Pub. Lib. 15: 369-72. N. '10; Excerpts. A. L. A. Bul. 4: 782-3. S. '10.

Notes on this article are given under the heading Library training.

Librarian as a collector. R. K. Dent. Lib. Assn. Rec. 10: 11-8. Ja. '08.

"A taste for book-collecting induces greater exactness as to bibliographical details, and even gives one the rudiments of a bibliographical training. You become learned in the minutiae of editions, in the points which go to the right condition of a scarce book. . . . You will learn what goes to the making of a desirable copy of many books which you cannot afford to buy, for you will get into the habit of studying booksellers' catalogs. . . . The study of the booksellers' catalog becomes an education, and helps to fit the young librarian for the adequate performance of the more fascinating part of a librarian's duties. . . . The habit of collecting will also induce familiarity with the more exact bibliographies. However small one's collection, it becomes necessary to have the most exact information on the subject, its scope and extent. It will widen one's sympathies . . . and when the time comes for us to take in hand the making of a library on a

Librarians and assistants—Continued.

larger scale it will not be lop-sided . . . but will be symmetrical even tho it be comparatively small."

Librarian as a handy-man. Lib. World. 8: 293-4. My. '06.

Librarian as a human being. J. D. Stewart. Lib. World. 13: 266-8. Mr. '11.

A review of Edmund L. Pearson's "Library and the librarian."

Librarian in relation to books. H: R. Tedder. Lib. Assn. Rec. 9: 604-18. N. '07.

"The relation of the librarian to books has a threefold aspect." First; he should handle books. This means that he should take some share in the selection of books for his library, and in their cataloging and arrangement. "Modern library progress tends to take the attention of the librarian more and more from the actual handling of books." This is one result of the development of cooperative cataloging, of using guides to book selection; and of uniform systems of classification. The adoption of uniform methods would in time do away with trained librarians. Second; the librarian should look at books. This means something between their mere physical manipulation and actual reading. He must "train himself in rapid methods of knowing something of the subject-matter and comparative value of a book without the labor of perusal. This is an art which cannot be taught but it can be acquired by long and diligent practice." He must know how to hunt for information on any given subject. Third; the librarian should read books. "He cannot be deep but he should be wide in his studies. The more he reads the better" but superficial knowledge is all that can be expected of him. He should however be master of the great and famous books. The reading of books which demand thought and close attention is valuable. "New books generally need only be looked at, not read." He should learn the art of rapid reading. The only time when reading must be forbidden to the librarian is during business hours."

Librarian in the high school. M. E. Hall. Pub. Lib. 14: 29. Ja. '09.

Notes on this article are given under the heading School libraries.

Librarian of a small library. C. K. Bennett. Minn. Pub. Lib. Com. Notes. No. 1: 2-5. D. '04.

"From the point of view of good business men only, no board of a small library will engage a librarian unless he or she be possessed of at least a first rate high school or academy diploma and shall have had one season at the summer training school for librarians and, in addition to these requirements, shall have had several weeks of actual experience in a good library. . . . I should say that from \$10 to \$50 per month should be the minimum wages paid to librarians in small places. With an income of \$1,000 per year, \$500, or one-half thereof, should be spent on the librarian. To be sure this leaves very little for the necessary items of heat, light, incidentals and books. But if the librarian has been well chosen such good use will be made of the available equipment that better results will thus be obtained with such a division of the expenditures than could be obtained with a poor librarian and more money to spend for equipment. A good workman will produce good results even with poor tools; but a poor workman can not even use good tools to advantage." If the right person cannot be found in the community there should be no hesitation in searching elsewhere. When the right person is found the board will do well to give that person pretty full control of all the affairs of the library so that she shall be abso-

lutely responsible for the success or failure of the enterprise. However the board should retain full control of all expenditures. "In a large measure the librarian is the library. His or her personality determines the success or failure of the enterprise. To hand out books and keep records of them is but a clerical detail of the work. To make the library an intellectual and moral force and an actual, vital, living entity and influence in the community is the real work of a librarian. The latter is accomplished by means of the librarian's persuasive personality, by the use of the books which are the librarian's tools, and by the methods employed to persuade people to read good books. One might as well expect good results to come from a school house without teachers as to hope for good results from a mere warehouse where books are stored. In the latter case it would be better to hire a cheap clerk and let him guard the treasure."

Librarian of today. H. Quick. Ia. Lib. Q. 5: 210-1. Ap. '08.

"The librarian, no less than the pedagogue, is a teacher. In some respects the librarian's work is more important than that of the school. The importance of the school intellectually is not in the distance over which it has carried the young traveler, but the direction in which it leaves him facing—the way it has induced him to start. The teacher is a guide who takes his charge to the most dangerous and uncertain parts of his journey, wishes him well and leaves him to the beasts of the literary field. The librarian, on the other hand, has been for years with the child, co-operating with the teacher, and when the teacher leaves him the librarian is privileged, in a way and to an extent, to be a permanent guide, to aid the marching mind to follow on the good way pointed out by the teacher, and as mistakes are discovered and new vantage ground of experience gives new light, the librarian may do much to open new avenues of progress to a degree which, by their very limitations, are beyond the reach of the schools. The librarians are the tutors and mentors of adult life as well as childhood."

Librarian passed: Ainsworth Rand Spofford. Ind. 65: 1149-55. N. 19; Same. Lib. J. 33: 496-500. D. '08.

Librarian: what should be demanded of him and what should he demand in return? K. Fischer. For Folke-og Barne-boksamlinger. 4: 134-8. D. '10.

The progress of our public libraries is largely conditioned on our improvement in salary of librarians.

Librarians as students of literature and booklovers. Lib. Asst. 6: 22-5. N. '07.

Librarian's canons of ethics. C: K. Bolton. Pub. Lib. 14: 203-5. Jc. '09.

The librarian "should not chafe if the trustees as a body feel called upon, from time to time, to exercise the authority vested in them." When he cannot be loyal to a policy upheld by the board, he should explain his position, and if need be, resign. It is unprofessional to delay bringing up a project until a known opponent of the measure happens to be absent. A librarian is in duty bound to advance his capable assistants within the library and beyond it—though insisting that the library receive full return for its money from members of the staff. The staff owes entire loyalty to the librarian, and should not criticise him beyond the doors of the library. Seldom, if ever, should complaints by the staff be taken to the trustees over the librarian's head. "Assistants should not allow personal antagonisms within the library to injure efficiency, nor should the staff use library hours for social intercourse." A librarian should not give expert advice to the trustees of another library without the knowledge of the librarian concerned. Counsel from others in the same call-

Librarians and assistants—Continued.

ing should be freely sought, and given upon request. Statistics should not be used to show superiority over a neighboring library. An assistant in another library should not be engaged without making intention to do so known to the assistant's superior officer. Unfavorable comment on the work of predecessors in office invites criticism. A librarian is endeavoring to be a person of influence in a community. An assistant has specific duties to which specific hours must be given. The librarian is on duty whenever he is, and may not carelessly choose his company or habits. He should not lend his name to public controversies. He should have no pecuniary interest in the purchases of the library, not known to his board. He should not allow his special interests to unduly influence book selection. "Abandoning a reliable agent to obtain slightly better terms is usually of but temporary advantage. . . . Nor should he jeopardize his independence by accepting special favors from business firms."

Librarian's equipment. H: Guppy. Lib. Asst. 6: 66-74. F. '08.

"One of the foremost attractions of a librarian's calling is that it is more full of intellectual variety, of wide-open avenues of knowledge, than any other vocation or profession. The librarian's training is never complete. He is constantly adding to his store of information. The further he goes and the longer he lives the more urgent does the necessity become to make himself acquainted with the stores of literature under his charge." The librarian should not be merely a guardian or watch-dog. He should find genuine joy in helping others, in bringing books and readers together. "To us as librarians reading is a first duty, because the sphere of our usefulness depends upon the extent of our knowledge, and our knowledge is regulated by the depth and quality of our reading." The value of reading aloud cannot be overestimated. It keeps the mind alert and fixed on the subject, and attention is the mother of memory. Again the habit of thinking for one's self should be cultivated. One condition of success is thoroughness, and thoroughness means order and method. The faculties of observation and imagination should be cultivated. Bibliography is "one of the most important elements of a librarian's equipment, if he is to be worthy of the name."

Bibliography as a science has developed of late years until now it may be said to be of two kinds: general and special. In its general or extended sense it deals with books, whatever their character or material, as the vehicles of knowledge, and discusses all matters which will throw any light upon their history and development. In its special or restricted sense, which is sometimes described as pure bibliography, it deals with the enumeration of books treating of a particular subject, not necessarily involving a minute account of the books as such."

Librarian's future. C: K. Bolton. Lib. J. 34: 3. Ja. '09.

"The Middle West seems peculiarly fitted to take an important part in the task of making the librarian more of a living force in the community. The environment is more responsive; there is a more human outlook upon life, and a missionary enthusiasm that the East has in some measure lost, although it would be unjust to deny that Eastern librarians have found the new inspiration. . . . Of the last fourteen presidents of the American library association each has on an average one interest beyond the line of his chosen vocation, as measured by the biographical sketches in *Who's who in America*. In this they excel the presidents of the American medical association, whose interests fall below an average of one interest that is not of their profession. The American bar association presidents, on the other hand, have a record of over three interests for each officer. Is not the standard of the lawyer one which

should stimulate us to greater effort? Leaders in all work are men who do more than earn a livelihood. Are we to reach this high standard? If so, two courses seem just now open to us, the old way of scholarship, the new way of sociological interest. The old way has a few adherents among our American librarians. The new way—the civic spirit—claims a greater number of earnest followers. . . . If we are to make the librarian's profession one with those of the lawyer, the clergyman and the physician we must now turn more forcefully to the betterment of living, the increase of happiness. Are we to rise to our opportunity?"

Librarian's reading. C. Bacon. N. Y. Librarians. 1: 136-9. O. '08.

The librarian, first of all, must read the literature of his profession to know what is being done in his special field. He must acquire the habit of reading rapidly newspapers and periodicals in order to keep in touch with current events. To assist him in selecting books, he must read many books and book reviews. But all this relates directly to the day's work. In addition he must read for self-development and pleasure. The librarian's work tends to superficiality of mind and so he must read for concentration. The desire for fun must not be suppressed, else the librarian grows tired and nervous, so he must read for amusement. But he needs to read most of all for culture and inspiration. He must keep alive in himself the love of real literature, else he cannot inspire it in others.

Librarian's reading for efficiency. R: Bliss. Bul. of Bibliog. 15: 196-9. Je. '09.

Librarianship. H: W. Kent. Lib. J. 35: 483-7. N. '10.

The New York Evening post in reviewing the last volume of the American library association took occasion to point out that librarians as a class have little to say about their work that is of interest to the general reading public. Mr. Kent finds the explanation in the fact that the librarian is too often interested in the purely technical side of his work neglecting its idealistic and the humanistic sides. He deplores the narrowness which looks upon collectors and on bibliophiles with scorn as people who care only for the outside of books. The literature of the book has been neglected by the librarian and the writer makes a plea for a better understanding of the work of book lovers outside the library who have made it a special study. "It would not seem possible for a librarian who cared for the physical book to allow careless apprentices to smudge ink stamps of crude design over the title-page and upon the text of any book, nor yet to allow the more refined use of embossing or clipping stamps. It would not be possible for him to allow his title-pages to be barbarously mutilated with pencil dots and dashes and corrections of no use to any but a lazy cataloger. He could not bring himself to the use of wrapping paper book-plates printed in job-face types with scrawling 'library hands' indicating locations and sources. He would not feel that even economy demanded the bindings of coarse canvas and skiver such as are frequently seen in the stronghold of the upright, penny-go-to-the-limit librarian. . . . The oft-repeated saying that a man's bookshelves show his character comes near being true in the majority of cases. Let us see to it, then, that the census man does not find our personal collection of library catalogs, A. L. A. rules, Cutter's rules, and all the rest of the complete routiner's compendium in our own library bookcases and not where they belong with the tools of the library. Let him find our private collections of books such that when the catalog of them is finally published by the auctioneer in the interest of our widows it shall read nicely: Remarkable collection of books, the property of a librarian and booklover."

Librarians and assistants—Continued.

Librarianship, an uncrowded calling. O. 6-23p. pa. '11. New York state educ. dept.

Includes "Librarianship, an uncrowded calling;" "Library work for college women," by Elva L. Bascom; and "Library work for women," by Josephine Adams Rathbone.

Librarianship and literature. E. A. Savage. Lib. Assn. Rec. 11: 389-97. S. '09.

"The function of a librarian is simple: he has to build up libraries and administer them to the best advantage. Administration is not a difficult duty: still even in the case of this duty most practical librarians cherish an ideal which they would like to realize, but cannot owing to their poverty. . . . This work of building goes on incessantly, and must be guided and watched without intermission. I agree that to build up a library one must not only be a good administrator, but an educated man. But even these qualifications do not make the most successful librarian unless they are conjoined with the most catholic spirit. A librarian in forming and arranging his library, on the one hand, must be sensitive to all suggestions made by the community he has to serve—and, on the other hand, he must be careful to disregard all personal predilections and tastes. Any bias which is apparent in a selection of books, and any attempt to force or persuade the public to read along certain lines, are in direct conflict with the best ideal of librarianship. This catholicity—this absolute sinking of oneself—is what I call the librarian type of mind. It is a much broader ideal, and I venture to think it is higher than the merely literary ideal of library work and librarianship."

Library and the assistant: staff organization. J. Barr. Lib. World. 13: 4-9. Jl. '10.

If the lot of the library assistant can be bettered and his work made more interesting to him, the library will benefit by his more efficient service. "If the library would only adopt a policy whereby a guarantee could be had that the assistants in the library would be taught their profession in a thorough manner, I am positive that the now prevalent lament regarding the apathy and carelessness of assistants would be reduced to vanishing point, because from observation, I believe that the assistant is the product of his environment; he is what the conditions in the library make him." The policy of the library should be "to provide the staff with every opportunity for improvement in general, literary and technical knowledge. In order to meet the first part of the proposal, the time of the staff should be so arranged as to allow a reasonable portion for private study as well as recreation. And in order to fulfil the latter part—that relating to technical knowledge—the work of the library should be so organized as to ensure that every assistant shall, in a series of progressive steps, obtain an adequate and thorough knowledge of all the practical details of librarianship."

Library and the librarian. E. L. Pearson. \$1.50. Elm tree press. '10.

Library as a place for women. M. A. R. Brünner. Lib. World. 10: 137-9. O. '07.

In Germany opinions vary as to the advisability of employing women in libraries, but the majority opinion is that female assistants, if they have taken a training course in library methods, can do good service in some departments if they are under the supervision of a trained librarian, but cataloging by women without this supervision is not recommended.

Library assistant's outlook from a provincial point of view. G. W. Strother. Lib. Asst. 6: 156-60. Jl. '08.

"If the question, What is meant by the outlook? were put to library assistants, the most

frequent answer would be, The hope a person has of attaining a position in some way approaching to that of the more recognized professions. Those who contemplate entering the library profession desire to know if the position attainable is likely to be of a sufficiently remunerative character to justify their taking up this instead of any other profession, and if so, what opportunities and facilities exist to enable them to reach the goal. . . . There are two classes of assistants whose claims must be considered. 1st. That class composed of men whose great fault is that they gained their knowledge of librarianship in the school of experience." The second class is made up of the young men and women, who, when they take up the library profession, realize the need of a systematic course of study to fit them for their positions. "For the first class of assistants, undoubtedly the proper and best way of overcoming their difficulties is registration in some form or other. . . . Some assistants may be afraid of this view because of cases in which this course of action would, in their opinion, allow an unworthy assistant to be given professional status. This may occur, but all things must have a beginning, and if a register were established, it would . . . be possible to erect the profession of librarianship as an edifice with a more substantial foundation than it has. . . . The greatest difficulty to be overcome in the provinces is the question of providing educational facilities, and the present lack of opportunity for theoretical as distinct from practical training. . . . For the moment the only course open is the correspondence classes of the Library association, which . . . are regarded as unsatisfactory by many who have joined them. . . . In the provinces the possibility of obtaining tuition in the subjects of the syllabus of the Library association has not existed thus far, although it is hoped that this defect will be remedied in the very near future. In some of the larger towns an effort is being made to induce the university authorities to fill the place of that admirable centre, the London school of economics, which is no doubt responsible in a very great degree for the great advance made in London, and it is hoped that Leeds university will inaugurate classes in the next winter session. The question then arises, when these classes are announced, how can they be made a success? The only way to do so, will be for some scheme to be formulated whereby the geographical conditions can be overcome, thus making it possible for assistants who are not situated in a university town to attend the classes which may be held in closest proximity to them. . . . In this connection committees might well be asked to grant facilities for attending the classes in library time, and to pay the fees of the assistants. . . . Every improvement must proceed from assistants themselves. It must be the aim of every assistant not only to be efficient, but to compel the public to recognize that libraries are in reality an integral part of the educational machinery of the country, and not merely institutions which distribute recreative reading matter. Library committees in their control of libraries must be made to feel that they administer an important part of our municipal life."

Library ethics. G. M. Walton. Pub. Lib. 10: 181-3. Ap. '05.

Library laborer and his hire. Pub. Lib. 15: 119. Mr. '10.

Library machinery vs. human nature. Dial. 50: 75-7. F. 1, '11.

Notes on this article are given under the heading Administration.

Library manuscript magazines. W. J. Phillips. Lib. World. 12: 4-7. Jl. '09.

Such magazines encourage the development of literary talent among the members of a staff, are the medium for set courses of lessons in

Librarians and assistants—Continued.

routine work and library methods, take the place of staff conferences and serve as a means of communication between branches and central library and with neighboring libraries.

Library service. Lib. World. 14: 10-1. Jl. '11.

Library staff. Lib. J. 31: C256-8. Ag. '06.

While the librarian should not have certain definite hours she should be at the library at certain times and her hours should average the same as those of her assistants. These are usually from seven to seven and a half hours per day. The librarian should devote some time to social life and should be identified with all educational organizations in her town and also with the club work. Librarians and assistants should read more than they do, and should read carefully. Ideal staff meetings deal with both administrative problems and class room work.

Library staff guilds and meetings. W. C. B. Sayers. Lib. Assn. Rec. 11: 175-8. Ap. '09.

Notes on this article are given under the heading Staff meetings.

Library work as a career—assistants, their salaries and chances of promotion: a practical suggestion. W. G. Snowsill. Lib. Assn. Rec. 12: 153-62. Ap. '10.

"While we are indebted to the Association for its zeal and labours in the cause of the education of the library assistant, it cannot be wholly acquitted of blame for not making greater endeavours to improve his financial position. . . . It appears that there are six or seven thousand library assistants in Great Britain, of which only 174 receive a salary of £120 or more per annum. There are also 450 chief librarianships; if to these are added the few librarianships and assistantships to which a salary is attached above what may be considered a living wage, we reach the meagre total of 624 positions that may be said to be worth striving for. This works out at about 7 or 8 per cent. Over 90 per cent. must either be contented with their lot, or seek employment in another profession. The lesson suggested by these figures fully explains the discontent that exists among library assistants with their financial condition. Is it to be expected that an assistant will readily sacrifice his scanty leisure studying for the library association examinations, when all that we have to offer him as a reward for his labours is a remote possibility of securing one of 624 positions as they become vacant? . . . The majority of those who use the public libraries are quite unaware of the low salaries paid to the assistants. When they learn that their guide, philosopher and friend in the world of books receives only twenty or twenty-five shillings a week, I am sure he falls in their estimation. Such is British Philistinism, and we have to reckon with it. To educate the assistant is not enough. His social status must also be raised, and this can only be done by paying him an adequate salary, otherwise his influence over those with whom he comes in daily contact will not be increased. It is a sorry spectacle—that of an educated man struggling to keep up appearances on a salary hardly sufficient to procure the bare necessities of life. . . . Will the removal of the rate limit solve the problem? I do not think that is at all probable. When you have succeeded in getting a bill thru parliament the borough councils have to be considered; and those who think that these bodies, if we may judge by their present attitude, are likely to exceed the penny rate, must be gifted with optimistic temperaments. They do not feel justified in using the powers they already possess. The museums rate would, in many districts, give much-needed relief. But the burden of local rates presses so heavily that it is very rarely imposed. Should, however,

the rate limit be exceeded, and library authorities in possession of ample funds, would they apply any portion of them to raising the salaries of the staff? Unfortunately we know, from experience, that in most instances the money would be devoted to the erection of additional buildings. . . . I suggest that we persuade borough councils to transfer senior assistants who are approaching or have reached their maxima, to the vacancies as they occur in the town clerk's, borough engineer's, finance or public health departments at the salaries they are receiving at the time of transfer. I, of course, only refer to those assistants who have signified their intention not to remain in the profession. To transfer juniors will not meet the case, it is beginning at the wrong end. But we get to the root of the matter in dealing with the seniors. This is the very essence of the scheme. When they are promoted to clerkships at the town hall, the vacancies created in the library staff are, of course, filled by the juniors. This method of dealing with the problem cannot be called a bold innovation, for it has been already adopted in isolated cases. I propose to extend and systematize it."

Library work viewed from the by-way. H. Foglesong. Pub. Lib. 12: 293-7. O. '07.

"The librarian's situation is peculiarly complicated and difficult. He has continually to solve perplexing questions of ways and means, methods, codes—you all know what they are, from general principles down to hair-splitting details. As to the requisites he must fulfill to receive recognition of his efficiency, they are marvelously broad." A discussion of what a librarian should and should not be follows.

Literary history: a librarian's equipment. F. E. Nuttall. Lib. Assn. Rec. 12: 625-9. D. '10.

Literary training of the public librarian. E. A. Baker. Lib. Asst. 5: 312-5. Jl. '07.

Loan desk, the point of contact between the library and the people. F. V. Eastman. Ia. Lib. Q. 5: 211-4. Ap. '08.

Lord of creation in the library. B. Pilz-gim. Lib. World. 10: 284-7. F. '08.

Love of books as a basis for librarianship. A. E. Bostwick. Lib. J. 32: 51-5. F. '07.

A love of books is "a love of the universal mind of humanity as enshrined in print." This must not be confused with a love of reading. This love of books a librarian must have if he would lead others to love them as he has learned to do.

Lovely woman in the library. D. Hartham. Lib. World. 9: 360-3. Ap. '07.

A facetious setting forth of the failings of feminine assistants.

Man more than machinery. S. W. Foss. Pub. Lib. 12: 117-20. Ap. '07.

Scholarship is the second requisite in a librarian. "The first is cheerfulness, tact, good nature and an engaging personality." Hire a library attendant "that can smile with her eyes, with her shoulders, with her hands." Such attendants will promote an atmosphere of welcome in the library. The librarian should be interested in the things people are interested in. This means "that with sanitary plumbers they must be sanitary plumbers, and be experts on horses and crude oils and hides whenever the horse and crude oil and hide specialists honor them with their confidence. . . . Bring your public, as much as possible, into contact with personalities rather than into contact with catalogs. After you get your

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public, feed them with food suitable to their varied digestions. . . . The librarian should be the intellectual father-confessor of his locality. He should lecture before the boys' club and the Browning club, the woman's club, the churches, the lodges, the board of trade, and before every other organization from which he can possibly invite an invitation. . . . A librarian who always stays in his library is something like a train of cars that always stays in the station—he reaches no destination and has few passengers. . . . Above all he should know the hearts of children and, in a serious sense of the word, be himself one of the boys."

Non-recognition of trained librarianship. *Lib. World*, 13: 202-3. Ja. '11.

Old-fashioned librarian. A. L. Bailey. *Dial*, 44: 95. F. 16, '08.

Old-fashioned librarian, the late A. R. Spofford. W. C. Ford. *Lib. J.* 33: 356-8. S. '08.

Old-fashioned virtues versus the ideal librarian. H. R. Keller. *Lib. J.* 34: 295-8. Jl. '09.

Miss Keller's clever satire on the impossible concentration of excellence known as the "Ideal" librarian should afford consolation to the average librarian with the average amount of tact, enthusiasm, patience, self-control, etc. Miss Keller suggests that kindness "mixed with some brains" makes an excellent substitute for tact.

Old librarian and his supposititious almanack. T. W. Koch. *Pub. Lib.* 15: 121-2. Mr. '10.

Old librarian's almanack. *Outlook*, 94: 335-6. F. 12, '10.

Old librarian's almanack. E. L. Pearson. *Pub. Lib.* 15: 150-1. Ap. '10.

Old librarian's almanack. G. E. Wire. *Pub. Lib.* 15: 193-5. My. '10.

Old librarian's almanack by Philobiblos. *Review. Lib. J.* 35: 83-5. F. '10.

Old librarian's almanack, 1774. By Philobiblos. \$1.50. Elm tree press, Woodstock, Vermont. '10.

Old question once more. W. C. B. Sayers. *Lib. Assn. Rec.* 11: 561-2. D. '09.

Libraries should have the literature of the library profession as well as of other callings.

On training for the service of public libraries. A. Heidenhain. *Blätt. Volksbib.* 9: 193-9. N. '08.

One librarian's joys. A. D. Hodges. *Vermont. Lib. Com. Bul.* 4: 1-4. D. '08.

"A librarian must be able to keep a petty cash account; keep the library in order; keep the books in place; look over intelligently the abundant supply of catalogs, circulars, etc., which each mail brings, and pick out the wheat from the chaff; keep the children quiet in the reading room, (even when they are looking at funny pictures), and yet make them feel glad they came and want to come again; suggest to teachers something several children have found interesting to read aloud in school for recreation; supply poems on Washington 'which are not too old,' when a pupil brings a note over in school hours; follow the literature classes in their readings, and have pictorial war references at hand. She must make guests of townspeople welcome, and learn something of

libraries in their towns, often getting very useful library suggestions; she must keep in touch with books being published, books running serially, know how good they are or how poor, and who would enjoy them; she must watch for books on special subjects for customers who have asked it, and she must, and can with no effort I think—be interested in the electrical theories and schemes of her boy patrons, their traps and canoes, etc."

One thing needful. S. C. Fairchild. *N. Y. Libraries*, 1: 196-8. Ap. '09.

An ideal librarian is described. "He cared supremely that everyone should make the most of life. He believed from his heart that the use of worthy books makes people wiser, and happier and better. His intelligent, sympathetic knowledge of the books was equalled by his intelligent, sympathetic knowledge of each reader, and he had the energy, and the persistence and the resource to use whatever means were necessary to accomplish his purpose. . . . Genuine success in developing library interests does not depend on large appropriations nor on wise and noble state leaders, though both are very important. It mainly depends on whether those leaders can convince the appointing power in every city, village and hamlet having a library that the one thing especially needful is having the right librarian. . . . There is also prevalent a false notion regarding the difficulty of learning library technic. The gifted librarian of the foreign district could have learned to catalogue. The man or woman who is competent to be a leader in the things of the intellect and of the spirit, certainly has the mental grasp of power of application to master whatever special preparation is necessary. To be sure time must be taken for such training, varying with the exigencies of the case. But the sooner the idea vanishes that there is anything abstruse or occult or extremely difficult in learning to 'run a library' on its business and technical side, the sooner it will be generally understood that the higher and rarer qualities of librarianship must be secured. . . . I have seen girls in libraries who make no pretense of liking to read anything more than the latest light novel, and who were apparently chosen because they are clever at learning methods and hand out books over the loan desk with a smile. I would not make an age requirement, but I do insist that a degree of maturity, of ripened judgment is essential to helpfulness in a library. . . . It is not uncommon to see a librarian trying to carry out plans which she has heard advocated at a library school or in library meetings, plans which may be wise if undertaken by the right person, but which are keenly resented by her public. There is in too many library activities a zeal without knowledge, an enthusiasm lacking the saving grace of common sense. In some emergencies a knowledge of human nature and a feeling for the fitness of things, which might be called a sixth sense, is of more value than a college education. . . . A well rounded institution is the ideal to be striven for, but in a real sense it is true, and being true it needs to be emphasized, that the one thing needful in a library is the right librarian."

Opportunity of the library assistant. J. A. Rathbone. *Pub. Lib.* 14: 333-8. N. '09.

The librarian may study the whole field, formulate plans, select books, but the work of getting the right book to the right person falls upon the desk assistant chiefly. This great responsibility requires that the successful assistant should know and love both book and people. Assistants should improve every opportunity to get impressions of books. Even inventory taking and book mending may be a means to gaining information about books. Publishers should be noted, thus enabling the student to gain a knowledge of their standing and specialties. The print, binding and character of a publisher's output should be noticed. A few minutes spent on a study of the title-page, preface, table of contents and index of a book will help to fix its value in the mind. A knowl-

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edge of the contents of books and magazines is even more important than to know reference books. To gain this knowledge will require the assistant to employ some of her own time. She should read the library periodicals, and other professional literature, and some book reviews and general periodicals and some books.

Other compensations. Pub. Lib. 16: 431-2. D. '11.

Our next of kin. M. E. Robbins. Pub. Lib. 15: 184-6. My. '10.

Librarians take too little thought for those who are to come after them. Record should be made of library facts, events and methods for those who succeed us. We also should "pass on to the library profession of the future all that is best and most helpful from our own professional experiences and accumulations. There are two very obvious ways of doing this; first by the recommendation for positions of librarians now in the profession; second by suggestions to young men and women who are deciding upon their future occupations. There has never been a time when the outlook in the library profession was brighter. People are recognizing that to be a librarian, and a good librarian, is worth while. The scope of work is broadening and becoming more varied, and the end is not yet. There are possibilities for more 'types' of workers. The salaries are about on a level with those of teachers and college professors, and brain workers must either make a more united effort to rouse public sentiment to their needs, or learn to consider that other than money considerations enter into the question."

Outside the walls. J. I. Wyer, jr. Lib. J. 36: 172-7. Ap. '11; Same. N. Y. Libraries. 2: 223-8. Ap. '11.

Librarians are too prone to stay within the walls of their library building, neglecting the world outside. Without degrading order and efficient service within the library, the author makes a plea for a fuller outside life. Contact with the world is a benefit to the librarian as an individual personality, and as a librarian.

Parody; poem. C. Minimus. Lib. World. 12: 152. O. '09.

The attainments of a librarian set forth in rhyme.

Personal relations between staff and reader. W. R. B. Prideaux. Lib. Asst. 5: 199-201. D. '06.

Treat the public with politeness and consideration. Give due attention to suggestions and complaints. Explain the method of using the catalog to newcomers. Do not keep readers waiting unless there is real reason for delay.

Personality of the librarian. G. Vine. Lib. Assn. Rec. 12: 615-24. D. '10.

It has been said that "It is the duty of a librarian to make himself useless," meaning that he should seek to so perfect the machinery of his institution that personal guidance would be practically unnecessary. While there may be some truth in the statement, it must be remembered that "when science has done its best, personality still remains the determining factor in action." The librarian may use his influence in directing the book selection of his readers. "The faculty of ready suggestion, which can put forward another book in place of the one in circulation, or find a suitable work for the reader at a loss what to take, seems to me to be less highly valued than it deserves. Yet the good name of a library largely depends upon the possession, and exercise, of this power, for by it the public estimates the utility of the library. When books are suggested in a tactful manner, far from

resenting such advice, the majority of the readers will welcome it, and be led thereby to an ever-growing interest in literature." Catholicity of mind is one of the requisites of a librarian. His personal prejudices should not influence him in selecting books or in recommending them. While cataloging and classification are largely matters of rule, many points are left open to the judgment of the librarian. This is especially true in the making of the subject catalog. By personal attention to the subject entries—especially to analytical entries—the librarian may greatly enhance the value of his collection. Book selection is a province in which the librarian exerts great influence. A distinction should be drawn between the point of view of the librarian and that of the scholar. "The librarian comes in contact with readers in a way that the specialist never does. The latter in his appraisal of the value of a book rightly bases his opinion of its merits on its conformity to the standard of exact scholarship; and, according as a work approximates to, or falls short of that standard, so will it appear worthy, or unworthy, in the eyes of the scholar. But the librarian, who has to satisfy the practical needs of readers, many of whom may not have been trained in scientific methods of work, knows that the best book is not necessarily the most suitable to put into everybody's hand." The training of the librarian in methods of investigation gives him the ability to aid the untrained reader in the use of reference books. The library should be the center of the city's activity. "The community would stand to gain immensely if business men realized the possibilities in the way of suggestion, and information, that the resources of a public library can put freely at their disposal. The library rate, instead of being regarded as a troublesome impost for which they receive very little in return, would be looked upon as one of the most remunerative investments of the city."

Plea for emphasizing the human element in our public libraries. H. Schuyler. Pub. Lib. 12: 167-70. My. '07.

"The extent to which a librarian of a free city library may make himself a real power in the community can hardly be realized. I do not hesitate to assert that the right man can make himself the most conspicuously helpful personage in the whole city; his influence may be made to dominate the thinking of all classes. But this end can only be attained as the librarian is or learns to be a close student of human nature. . . . To know books is well, to know human beings for whom books are written and collected is better. . . . A librarian ought to love good literature and steep his soul in it. I venture to believe that doing this is as much a part of his business and tends as fully to making him efficient and helpful as studying the latest catalogs and making himself familiar with the bibliography of his profession."

Professional status. Lib. World. 14: 115-6. O. '11.

Altho the present status of librarians is far from ideal, it is a vast improvement over that of a generation ago. "Most librarians will remember the time when the public library was regarded as an institution primarily for the poor, a convenient resting-place for loafers, and an agency for the distribution of novels, principally to women. It was commonly said that anyone could be a librarian; in fact, that official was looked upon as little more than a caretaker, whose duties consisted of giving out and taking in books, preserving order, and expelling mischievous boys and dogs from the premises. It is no matter for surprise, therefore, that the librarian was invariably untrained, and more often than not deficient in general education, and rewarded for his services by a salary which was extremely meagre. Even the small minority of municipal librarians who

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were men of culture were looked down upon by their fellow officers in the municipal service, because their salaries were far below those which their educational attainments were worth." That this idea is now largely outgrown and that the public library is taking its rightful place as an important department in the educational system is due largely to the realization of the fact that librarianship calls for a broad general education and a high degree of expert knowledge, and that such knowledge may demand an adequate salary in return. "The reformation of librarianship has rightly commenced from within; a step has been taken in the right direction of educating public opinion; the next step should be a continuation of that education, for the influence of public opinion can alone remove the disabilities under which librarians and their assistants labour."

Prospects of the library assistant. R. W. Henderson. *Lib. World*. 12: 455-9. Je. '10.

"The abolition of the penny rate must come. The year which sees this reform will mark a new era, not only in the library world, but in the life of our nation. Surely this is something which every librarian and his assistants should be working for with every ounce of energy they have. The work of the library is increasing yearly. The responsibility is increasing as rapidly, and we are perfectly justified in asking for a little more to enable us to keep pace with our developments. . . . There should be one, and only one educational authority in each town. That is, the library committee should be under the direct control of, or actually be, the education committee. Let this be done, and the funds necessary be taken from one rate raised for educational purposes. . . . Then as to the employment of women. . . . They may be just as capable as men, and do their work as thoroughly. But this is not our point. They are at present forcing men from their posts, because they accept lower wages. If they do the same work as men, if they have the same responsibility and the same worry and anxiety, why shouldn't they have the same pay? There is no logical reason why they should not. We must insist that men and women must have the same remuneration for the same work done. This is the only solution to the problem. The choice of a person to fill a post would then resolve itself into a matter of merit, pure and simple, and if the men were displaced, they would have themselves to blame."

Provincial assistant and the L. A. A. E. Male. *Lib. Asst.* 8: 204-7. N. '11.

Psychology for librarians. W. H. Kerr. *Pub. Lib.* 16: 425-30. D. '11.

One recent definition of psychology makes it, "The science of behavior." Another says it is, "The study of experience." Either of these definitions would make psychology a study of importance to the librarian. It is concerned with "how we act, what makes us do things, the conduct of these humans whom we have to reach." The phases of psychology which interest the librarian are both subjective and objective: "First the behavior and experience of the librarian's own mind, then the characteristics and conduct of those whom the librarian must influence." On the subjective side he must learn to make use of his senses, which means that he must connect himself with his field and his patrons. To make the best use of his senses he must keep up with the literature of his profession and attend state and national library conferences and, if possible, state and local educational meetings. The second requisite is to know what is going on in the world. He must keep up with the local and state papers and with the magazines and reviews. He must keep in touch with the community by taking part in public affairs, and by meeting

his people personally. "Along with his live senses, clear perceptions, correct conceptions and adequate judgments, our librarian needs an active power of memory and association. . . . Memory has a good deal to do with tact; and who needs tact more than a librarian?" In his relations to the minds of others the first principle of psychology which concerns the librarian is the cardinal doctrine of interest. First, the attention of possible readers must be attracted, by newspaper notices, by window displays, by picture bulletins. Having secured their attention, to hold their interest, it will be necessary to begin on their own plane—begin with their present interests, whatever they happen to be. As Mr. Cutter says "it is always possible, given time and patience enough, to drive out evil by good, the lower by the higher. It is not so much exclusion of the inferior as inclusion of the superior that should be our aim." The librarian can make a wise use of suggestion. Not direct suggestion for that usually defeats itself, but by indirect suggestion much may be accomplished. Annotated cards in the catalog act in this way. The reader, looking for something else, runs across the annotation and its suggestion sticks. "Bear in mind that indirect suggestion is at work whether you will or no. Crooked book-plates, untidy labels, shelves in bad order, a ragged catalog—these conditions, seized upon incidentally while your library visitor is intent upon something else, often remain as his permanent impression of your library." A last suggestion from psychology is, "Do not mistake the means for the end." Do not become so absorbed in method that the real aim of the library is lost sight of.

Qualifications of a librarian. L. E. Stearns. *Lib. J.* 30: C68-71. S. '05.

"In addition to the technical side, the librarian must have executive ability, the power to organize and to delegate work and to utilize . . . materials, machinery, methods, men. On the mental side she should have an excellent memory, accuracy, dispatch, and prompt decision, grouping important points to the exclusion of the unimportant. As a scholar, she should possess the best education obtainable. She should have a general knowledge of literature and of what constitutes good and bad style in authorship. A knowledge of languages will prove of the greatest assistance. As for social qualities, she should be tactful and should be at ease with strangers. She should not be condescending or patronizing. Physically, she should possess good health. . . . Morally, she should be earnestly altruistic, of great, big heart and tender sympathies, a woman of character, and of steadfast purpose and faith."

Qualifications of legislative and municipal reference librarians. M. S. Dudgeon. *Special Lib.* 2: 114-5. D. '11.

Because of certain conditions of the work which require the librarian to come in contact with the unpleasant aspects of humanity, it seems best that the legislative or municipal reference librarian should be a man. The librarian must not be an appointee of a purely political board. The wisdom of having the legislative department connected with the state law library is also questionable because the state library is so often controlled by the Supreme court judges. "The librarian must not, of course, be too much the creature of politicians, but, on the other hand, care must be taken that he is not altogether the creature of a body of men who are most excellent in their intentions and most learned in their views, but who, by training learn simply to depend upon the past for guidance in the present." As to the educational qualifications, the librarian should possess a background of history, political economy, political science, sociology, and should be something of a constitutional lawyer. "When, either as a municipal or legislative librarian, he comes in contact with the

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making of laws, he must know something of the underlying fundamental principles of constitutional law. He must, of course, know something of legislative procedure, of municipal government, and of all the activities of government, whether state or municipal. I am somewhat at sea as to how much library science he should have. He should certainly have a general view of cataloging and classification; enough, at least, to know whether the librarians working under him are doing the work well. I think too you will find in many beginnings that the municipal and legislative librarians themselves do a great deal of classification and cataloging, and so must have a direct knowledge of library science." He must not only have a broad knowledge of political economy and similar subjects, but, must also be able to think along those lines. There are many people who possess knowledge who are absolutely unable to think originally. Personality is often more important than knowledge. "The municipal librarian or the legislative librarian is going to come in contact with the shrewdest men in the human race. Whether educated or not, the politicians with whom he comes in contact are shrewd and the librarian cannot get away with anything. He must be exactly what he wants the politicians with whom he comes in contact to think him to be. He must be what he wants to seem to be, and a man who has not a fundamental and natural frankness and integrity and honesty back of him had better get out of the business, because, above all, he must be absolutely a square man."

Qualifications of librarians. Lib. Occurrent. 3: 3-4. N. '11.

"1. Politics, personal friendship, or religious prejudice should have no influence in the selection of a librarian. 2. In the appointment of librarians, considerations of charitable intent should be eliminated. It is not fair to the library interest, it is ethically unmoral, and in the strict construction of the law illegal. It is unfair also to employ a person solely because he or she lives in the home town; unfair to the public and to all who need the advice and assistance of a thoroughly capable librarian. 3. General education is an absolute necessity for the librarian. No library, no matter how small, should ever employ a librarian or an assistant who has not successfully completed a full high school course, or who has not an education its equivalent. 4. A knowledge of books, a fondness for reading them and a regard for their influence are essential to the best success of a librarian. 5. A person over thirty-five years of age should not undertake library work. Such a one has habits already formed—habits of mind, standards of conduct, preconceived opinions, and personal customs—that are hard, often impossible, to overcome when called upon to deal directly with the public in a professional manner. 6. Personality is a large factor in the success of any librarian. The tact that meets all difficulties with kindness and firmness; a quick, personal interest in library patrons and their problems; approachableness and courtesy in the treatment of all; practical sense and high ideals of official responsibility; neatness and order in personal appearance and in carrying on work; sufficient health and strength to endure extended labor; and a willingness to co-operate with all others engaged or interested in the social welfare of the community; these are qualities that should enjoy careful evaluation. 7. A librarian's training or experience should be such as to make him capable of and responsible for the care of the library. He should have the utmost freedom and trust in making recommendations and in carrying into effect decisions of the library board. A knowledge of business affairs and executive ability thus become essential qualifications. 8. The criterion of a librarian's efficiency lies in the ability to bring the printed page—book, map or picture,—to those who sup-

port and need that ministrations. Social position, good fellowship, pleasant manners, etc., are useful adjuncts, but do not measure efficiency. 9. A librarian should be interested in library affairs throughout the state and country, should visit other libraries whenever possible, attend institutes and library association meetings, local, state and national."

Reading of the librarian. R: A. Lavell. Minn. Pub. Lib. Com. Notes. 2: 64-7. N. '07.

The efficient librarian must read the newspaper, but more necessary than this is the reading of the monthly and weekly reviews such as the Independent, Outlook, Nation, Review of Reviews, World's Work, and the World Today. Literary magazines should also be read but if there must be a choice between the text and advertising page then read announcements first. It is an especial duty to read book reviews.

Recreation for librarians. S: H. Ranck. A. L. A. Bul. 4: 666-7. S. '10; Excerpt. Pub. Lib. 15: 325. O. '10.**Recreation of a librarian. F. K. W. Drury. Pub. Lib. 12: 339-43. N. '07.**

The need of recreation both in the library and outside of it is recognized.

Relation of the librarian to the assistant. J. E. Elliott. Pub. Lib. 10: 463-5. N. '05.

"From the standpoint of the library it is inexcusable for a high-salaried executive officer to spend time doing clerical work that a low-salaried assistant can learn to do almost as well with a little instruction. From the standpoint of the assistant, it is unfair to deprive her of the opportunity to prove her ability and to progress in her daily work. . . . Every librarian should know from careful observation and study the strong and weak points of her assistants. She should seek earnestly and systematically to develop every quality and overcome the poor ones. Make [the] assistants feel that they are a part of a great work."

Relation of the librarian to the community. L. D. Waterman. Penn. Lib. Notes. 2, no. 3: 5-6. Jl. '09.

"The backbone of the ideal relation of the librarian to her community is interest. It makes the interest more vital for us now and then to stop and think what the term 'the public' means. It means the milkman, the mayor, your dressmaker, the minister and Mr. Brown's adopted son and you and me."

Relations between the staff and the staff and readers. E. S. Martin. Lib. World. 10: 269-71. Ja. '08.

"It is absolutely necessary that the most cordial relations should exist between the members of the staff. . . . A library staff club, or guild as it is sometimes called, should primarily exist for the mutual improvement of the staff, but due prominence should be given to the social and recreative side. The co-operation of the library authority may be ensured by inviting some of the members to become officers of the club, thereby securing a closer relationship between the committee and the staff. . . . The personal element in our work is pre-eminently the best means of producing the best and most useful work amongst the borrowers. Officialism must be sternly suppressed, and kept to the background, and it behooves every member of the staff, especially juniors, to cultivate pleasing and obliging ways. These relations attain supreme importance in open access libraries, where staff and public are brought into direct communication and the professional knowledge of the assistant is in greater demand and given a wider scope."

Librarians and assistants—Continued.

Report on the hours, salaries, training and conditions of service of assistants in British municipal libraries. Lib. Asst. 8: 121-38. Je. '11.

Responsibilities of librarianship. F. L. D. Goodrich. Pub. Lib. 14: 13-5. Ja. '09.

"The responsibilities of librarianship are threefold: Those to the community, those to the library, and those to himself. To the community he is responsible for making the library a vital force; to the library he is responsible for developing its resources and its efficiency; and to himself he is responsible for doing his best no matter how discouraging the circumstances."

Salaries and the status of women assistants. M. Reed. Librarian. 2: 32-3. Ag. '11.

Notes on this article are given under the heading Salaries.

Salaries of assistant librarians. W. C. B. Sayers. Lib. Assn. Rec. 11: 207-9. My. '09.

Mr. Sayers gives statistical proof that there are only 624 positions in British libraries that pay enough to enable a librarian to live respectably.

Salaries of librarians and their assistants. E. A. Savage. Lib. World. 14: 33-6. Ag. '11.

Notes on this article are given under the heading Salaries.

Scholarship for the trained librarian. W. E. Henry. Pub. Lib. 11: 103-5. Mr. '06.

No branch of intellectual activity "requires so comprehensive a view of life and knowledge as librarianship." At least the equivalent of a college education is needed and then a constantly recurring deficiency will be lack of knowledge.

Should librarians read? F. G. Kenyon. Lib. Asst. 7: 243-54. N. '10; Same. Pub. Lib. 16: 43-9. F. '11; Same cond. Lib. Assn. Rec. 12: 601-2. N. '10.

Notes on this article are given under the heading Reading.

Should library assistants be apprenticed; a note. W. C. B. Sayers. Lib. World. 12: 419-21. My. '10.

Small town library. L. Huntley. Lib. World. 11: 205-8. D. '08.

The librarian who leaves his position as assistant in a large library to accept an independent position in a small library may find that he loses the higher and most interesting part of the librarian's work. He loses the daily contact with the unceasing flow of new and good books that come into the large libraries; often he does not have the opportunity of putting into practice his knowledge of cataloging and classification. On the other hand, he "is placed for the first time in a position of independent trust and responsibility, and this alone develops his faculties, increases immensely his interest, exercises his originality, and calls upon all that is best within him. He is, furthermore, brought into contact with committee-work, with the commercial side of library administration. He is the custodian of the library's finances; spends the library's monies and checks the library's accounts. In short, he is in a position of responsibility which makes or mars him."

Social side of the librarian's life. M. van Buren. Minn. Pub. Lib. Com. Notes. 9: 3. D. '06.

Social life enables the librarian to meet the public with greater ease, and also gives her an "insight into society's wants and needs."

Song of the library staff; poem. S. W. Foss. D. 14p. il. pa. 5c. '06. S. J. R. Anderson, 67 Fifth av., N. Y.

Song of the library staff; poem. S. W. Foss. Lib. J. 31: C35-6. Ag. '06.

Specialization in library work. H. T. Coutts. Lib. World. 9: 393-6. My. '07.

At present there are few libraries where the income admits of specialization. In smaller libraries it is out of the question. In larger libraries it might be adopted, but tho it would be more business like and would furnish an incentive to excel in a particular line, it would not give individuals an opportunity to become proficient in the various departments and so would hinder their professional advancement. It might however be advisable to separate the literary, and the administrative or business side. Specialization would be of great advantage in book selection. The value of a staff thus specializing is evident when readers require assistance in the choice of books.

Student assistants in college libraries. L. R. Gibbs. A. L. A. Bul. 4: 769-73. S. '10.

The writer who started with a prejudice against any but trained assistants has learned that work can be carried on very satisfactorily with the aid of student helpers. If the library can do so, it is of course better to employ two or three regular assistants. Where student service must be depended on, it becomes a matter of planning and supervision. It is better to choose a large number of student assistants so that, in spite of irregularity of hours, an even output of work may be kept up. Students should be chosen because they are promising material and should be dropped when their work ceases to be satisfactory. The fact that the student needs the work should not be a main consideration. The brightest students do not always make the best workers. A careful assistant is of more value than the bright one who will be more inclined to slight details. It is best to insist on regular hours of work. In the writer's library (Brown university) 140 hours are required for each of the three college terms. This means 12 hours a week for the first term, 15 or 16 for the second and third terms. Time lost must be made up. As time must be spent in the beginning in training assistants, each applicant is asked to give about twenty hours apprentice work. This gives him a taste of the work and he may learn whether or not he wishes to continue it. After much experience the author has arrived at some definite conclusions as to the kinds of work best for student helpers. "It is hardly worth while to use them in order work; but one student, with now and then a second to help out, does all our accessioning, and does it satisfactorily. All mechanical preparation of the books—plating, stamping, labeling, and cutting—can profitably be left entirely in the hand of one or two more; and we have had two or three men who covered pamphlets and repaired books as well as could be desired. Personally I feel very strongly that it is best not to put them at the desk, even in slack hours, as the desk gives the tone of the library to the public and should stand for dignity and efficient service." Careful assistants may be allowed to put away books after some preliminary training in shelf reading. Several students may be employed in the catalog department, in typewriting cards from temporary slips, putting numbers and headings on L. C. cards, looking up author's names and dates, alphabetizing cards, etc. "If there is opportunity for choice I should suggest that girls, as a rule, are more successful in the

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work of the catalog room, especially in writing catalog cards, than are men, the latter do better with shelf list, than with the more finicky catalog entries." To get the best results it will be best to hold the student as closely as possible to one line of work. This gives the student little variety but it should teach him one lesson of value in library work—the importance of accuracy, neatness and orderliness.

Study section of the Central library association. A. C. Gephard. Bockzaal. 5: 313-6. D. '11.

Constitution adopted at the Hague; account of visits to Rotterdam, Utrecht, Amsterdam and London.

Successful librarian—Miss Sarah C. Hagar. S. C. Fairchild. Lib. J. 33: 493-4. D. '08.

Successful loan desk assistant. T. Hitchler. Lib. J. 32: 554-9. D.; Same cond. Ia. Lib. Q. 5: 172-4. JI. '07.

"The qualifications that go to produce the ideal loan-desk attendant, would be, according to my reckoning, the tactful subordination of her too positive qualities, maturity, intuition and tact, good health and strength and ability for hard work, courtesy, cheerfulness, good-temper, and self-control, enthusiasm and hopefulness, unlimited patience, knowledge of books and a liking for reading, sense of humor, common sense, gumption, and resourcefulness, accuracy, punctuality and a good memory, pleasing personality, industry and energy, sense of responsibility, and the cheerful backing and earnest cooperation of her librarian."

Things that matter: an attempt at a study in values. T. W. Elmendorf. Pub. Lib. 14: 281-9. O. '09.

An application of the cardinal virtues of wisdom, justice, courage and temperance to library management. "The beginning of wisdom for a librarian is to see clearly the end or purpose that his own library is founded to accomplish; it is to select deliberately and to hold steadily the appropriate means to accomplish that purpose, ignoring or casting aside as impertinent and a waste of the temper, any theory or any process that does not further, and further prettily directly, that purpose." There are a few revered institutions whose chief function has been "to collect and to preserve the rare and costly records of human thoughts and human activities." Public libraries are founded "thru the instinct for self-preservation of democratic communities. . . . to help make happier and wiser, therefore better citizens." The chief end of the older type of library is to collect and preserve for the few, while the modern public library is charged with the obligation to "collect and disseminate today, to the many." Applying the rule of wisdom to the purchase of books for a public library, the addition of rare and costly volumes whose chief value is due to something other than present utility, is unjustifiable because such books not only do not subserve the ends of such a library—their purchase actually prevents the addition of volumes that would tend to make wiser, better and happier citizens. "The same close rule, that of using direct means toward a clear end, applies not to purchases only, but also to processes. When 10,000 volumes a year must be thrown away, ragged and soiled by use past all redemption, bibliographic niceties of cataloging, such as exact size in centimeters and itemized paging, are soon seen to be utterly futile. For it matters a good bit whether a boy has 'The pilgrim's progress,' or Franklin's autobiography, or 'Robinson Crusoe' when he wants it, but it matters not one whit whether any one of them has vii-xiv (Roman) plus 150 (Arabic) pages, or vi-xv (Roman) plus 149 (Arabic) pages. It needs only that the famous story be there com-

plete, in good round type and on fair white paper. Every copy will presently be food for the furnace to be replaced by others which may very likely have v-xvi (Roman) plus 148 (Arabic) pages. It doesn't matter if the erudite and industrious cataloger records these things? It matters by just this: Accurate records of such details take time, and time costs money; if the time, consequently the money, goes to record unnecessary things of this sort about books of this kind, the chances are extremely good that the supply of money for books will presently run short and 'Robinson Crusoe' will be 'out' when the boy wants him. It is only a question of standard again. Bibliographic detail of paging is necessarily recorded in collecting libraries as the only safe identification of editions, distinction between which is imperative in such libraries. Why should it be perpetuated in libraries whose purpose is such that if an edition is accurate and readable, which edition it is, is the very last thing that matters? The same reasoning applies to the desire for authors' full names. In libraries which have hundreds of authors of similar names, even baptismal fullness is sometimes necessary to distinguish them. For libraries of the popular sort, would it not be enough to add distinguishing detail when necessity occurs? Wisdom would by no means lessen labor for the librarian. It would simply turn the labor to things more vital and therefore more interesting. Let us take just one example. The need in small libraries, especially, is for the most complete mastery of the resources at hand, which often at best are meager enough. There lies hidden away in great standard books, which nearly every library has, much special and particular information which might easily be overlooked in a hurried search for material. For instance, such things as the chapters on Roman law and the rise of Mohammedanism in Gibbon's Rome, a chapter on the founding of the bank of England in Macaulay's England a chapter on common sense in Carpenter's mental physiology, the beautiful version of the story of Iris in the 'Autocrat of the breakfast table,' and the still more beautiful telling of the story of Cupid and Psyche in Pater's Marius the epicurean." Justice, as involved in the personal relations within library walls is of two types: "The relations with those persons for whom we work, the individual patrons of the library; and the relations to those with whom we work, our chief and our fellow assistants or our own staffs. In regard to our relations with individual borrowers, the power to realize clear to our heart of hearts as one looks up at each person as he appears, that this is an individuality as real as our own brother, that for the time being his desire, his need, his gratification are as sacred to us as if he were indeed our blood brother, is the one power which will make it possible to satisfy him really, and its possession is at the same time the one condition of being instantly recognized as a person one's self and not a thing which is to do something—an official. This attitude practically settles forever any question of courtesy on both sides. The habit of thinking of every individual soul as a real factor in the life of the community and the habit of remembering that his sufficiency or failure might mean, does mean, something of strength or of weakness to the land we love, makes the consciousness that it is important to serve just this need much easier to come by. He may be weak, he may be silly—it is up to me to give him a chance—the choice he is ready for. The other group of human relations, those between chief and staff, and members of the staff one with another, are subject to the same law. The chief who habitually thinks and speaks in general terms only of his staff, e.g. 'the loan desk assistants,' 'the cataloger,' 'the pages,' is apt to think of these persons as things, as tools to accomplish his ends, and, so regarded, the only force that he thinks of being able to put in motion through them is the power of his own will. He regards and uses them as automata and disregards and worse than wastes all the possible co-operating power of their personal wills and

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enthusiasm. The human interest, desire, enthusiasm of a well-chosen staff is undoubtedly the most effective, most valuable part of a public library's equipment. The arousing and conserving of this power is perhaps the most important administrative function of the chief. If the librarian realizes this, he will be wary of processes that needlessly wear or dissipate this force, and will eliminate drudgeries whenever possible. . . . The converse relationship is equally worthy of consideration. If a member of the staff regards his chief as a thing thru whom he gets the most money for the least cost in labor and does not try to comprehend and to further as best he may, even if incompletely, the purposes of that chief for their institution, he also loses all personal power, he acts like a thing, he is a thing, and verily he has his reward." Courage calls for the elimination of rubbish, the selection and keeping in order of usable material, and fortitude in meeting criticism. Orderliness and punctuality are forms of courage. Temperance points "to a wise and conservative, a sane use of that most valuable asset of the library, the strength and health and physical well-being of the staff, beginning with the chief and ending with the least."

Those other qualifications. E. L. Foote. Pub. Lib. 14: 342-3. N. '09.

To a would-be librarian. A. McEnery. Lib. J. 34: 331-2. Jl. '09.

A humorous address to a prospective library worker.

Training of library assistants. C. F. Newcombe. Lib. Assn. Rec. 12: 77-8. Mr. '10.

Training of library assistants: a neglected aspect. W. Powell. 12: 163-73. Ap. '10.

"To some assistants the examination scheme may even become a danger, because there is a liability to think, that having passed thru its stages they have acquired every quality that is desirable or possible in the successful librarian. Which section, I would ask, impresses upon the student the fact that judgment and tact are most essential qualities, and that like all other qualities, they require training? To my mind, it is quite conceivable that a young man may even exchange these qualities for swelled head as the result of the acquisition of certificates. Again, the assistant may have 'satisfied the examiners' in section VI, but be very much lacking in business ability; he may not be wide-awake to the supreme importance of attention to detail in every department of the work; he may be an admirable worker himself but lack the ability to make others work; he may be weak in his use of reference books, that is, in his search for information. In general, he may get his diploma, but be mighty short of common sense, and if he has to go short of one, I am not at all sure that he would not be better without the diploma. . . . I suggest the frequent lack of general business capacity. I do not suggest that the assistant will not know that he has to keep certain books, such as statistical books, petty cash books, wages books, etc., but I do suggest that there are ways and ways of keeping them."

Two aids in library work. H. E. Haines. Lib. J. 36: 111-6. Mr. '11.

The two aids here recommended are a love of books and a sense of humor. A love of books is not usually included in the list of qualifications for a library worker and indeed it will not "make one a quick or accurate indexer; it will not give efficiency in the rush of the charging desk, a clear mind in classification, or the power to direct a board of directors;

its gifts are intimate and personal ones, and its influence upon work comes mainly through its influence upon character. . . . Wherever it exists, no matter how various in degree or manifestation, it means the enrichment of life and the deepening of capacities for enjoyment and for effort. Its aids are various—forgetfulness of trials, courage for fresh endeavor—but of them all I would put first that of pure pleasure, the sheer joy that comes in association with the beloved figures that are dearer and more vital than many an every day acquaintance." The three aids which a love of books brings to the enrichment of life are "pleasure, that is independent of external conditions; sympathy with others of like tastes; and development, almost unconscious, of mind and spirit. . . . If the love of books is a gift that influences most strongly the inner life of its possessor, the sense of humor is a quality that interweaves happily and usefully in every relation of life. Nowhere do we need it more than in our daily work, to soften the small asperities and temper the little frictions that are far more trying in the long run than any quick, frank collision of wills or opinions."

Value of a knowledge of English literature to library assistants. C. F. Newcombe. Lib. Asst. 6: 261-5. F. '09.

Value of trained librarians. J. H. Canfield. Pub. Lib. 11: 64. F. '06.

In a comparatively small library a trained librarian is needed because he knows how to make the best possible use of every book. Again for the upbuilding and efficiency of any public library a trained librarian is absolutely essential. "Library work is just as much a profession today, for which there should be careful preparation, as is the work of teaching."

View of librarianship from the library school. Lib. J. 33: 354-6. S. '08.

Who's who in the library. J. L. Woodruff. Pub. Lib. 14: 81-4. Mr. '09.

Notes on this article are under the heading Administration.

Woman and the public library. C. Ans-pach. Blätt. Volksbib. 9: 167-70. S. '08.

The public library, as a means of general culture, should have both men and women in its service.

Women as librarians. Boekzaal. 5: 139-40. Ap. '11.

Digest of an article in Amelang's Frauen-Jahrbuch for 1911. There is almost no calling so suited to women as that of librarian. The special exactness demanded in library work, the patience and sympathy required in intercourse with the public, the taste and dexterity needed in conquering the thousand and one trifles which make our profession so exasperating to the nerves, are qualities in which men are far inferior to women. There are indeed places which require all the force and decision of a man—such as the official reference desk, cataloging and general supervision; a large number of departments, however,—accessioning, binding, supervision of the reading room, book-keeping and correspondence, loan-desk work—may very safely be left to women. In America women fill with good success the positions which in Germany are exclusively occupied by men.

Women in libraries. Lib. World. 9: 440-4. Je. '07.

Comments upon the article *Lovely woman in the library*, by Douglas Hartham. For the article see *Library World*. 9: 360-3. Ap. '07.

Librarians and assistants—Continued.

Women in library work. J: C. Dana. il. Ind. 71: 244-50. Ag. 3, '11.

The writer outlines clearly the opportunities which the public library offers to the young woman of intelligence and fair education. The special qualifications which should be possessed by the cataloger, classifier, book binder, loan desk assistant, and children's librarian, are set forth. The purpose of the paper, as the author states it, is "to show that to work among a library's books for the people who own the books is a many sided occupation, attractive thru its general character to all right-minded young women, and appealing especially to women of varied tastes and talents thru its many-sidedness."

Women librarians. E. S. Fegan. Lib. Assn. Rec. 12: 224-6. My. '10.

Work of the librarian. A. S. Steenberg. Bogsamlingsbladet. 6: 81-2. Ag. '11.

Introductory address at library course given by state library committee of Denmark.

Even a small library, thru exact cataloging and good classification becomes a useful instrument of education. To make a library thus useful is the librarian's chief duty; he is a teacher. He is also a manager of a business. Formerly it was thought that anyone could be a teacher; no special education was needed. To-day a similar opinion prevails as to librarianship.

Librarian's libraries.

Greenwood's library for librarians. Lib. J. 31: 272-3. Je. '06.

Library of the Library association. E. W. Hulme. Lib. Assn. Rec. 9: 296-301. Je. '07.

Suggestive list of books and periodical articles for both general and professional reading. Mrs. H. L. Elmendorf. N. Y. Libraries. 2: 136. Jl. '10.

Thomas Greenwood library for librarians at Manchester. W: E. A. Axon. Lib. Assn. Rec. 9: 302-6. Je. '07.

Libraries.

See also Agricultural libraries; Art libraries; Branch libraries; Carnegie libraries; College libraries; Delivery stations; Deposit stations; Insane hospital libraries; Insurance libraries; Libraries of associations, clubs, etc.; Medical libraries; Museums, Libraries of; Musical libraries; Newspaper libraries; Pedagogical libraries; Prison libraries; Private libraries; Proprietary libraries; Railroad libraries; School libraries; Scientific libraries; Ships' libraries; Small libraries; Special libraries; State institution libraries; State libraries; Statistics; Subscription libraries; Theological libraries.

Anticipation, or What we may expect in libraries. J: C. Dana. Pub. Lib. 12: 381-3. D. '07.

Anticipations for the future of library work. W. I. Fletcher. Pub. Lib. 14: 1-5. Ja. '09.

"Among my anticipations is that of the small rural library, officered by a wide-awake librarian, probably not a library school graduate, but sufficiently skilled to conduct the library on modern principles, having it well classified and cataloged, supplied with the best reference books, with special provision for the children, and systematic cooperation with the schools, and to make the library in its measure as valuable an asset to the town as that of Boston is to the city." The function of the library is

not that of the school. "One may use the library as a school, and set himself tasks to be accomplished in the pursuit of knowledge; that is to say, he may carry on in the library the process of self-education, especially with a sympathetic friend and mentor in the librarian. The library has great value for this purpose." But its main function is that of culture thru the medium of books. "Whatever value it may have as a correlative influence with the schools and as a helper of all classes in their special pursuits, it will do its best and greatest work as a liberator of spirits, a minister to the higher life, a distributor of that light which never was on sea or land, a handmaid of religion and of the arts. . . . We must find ways to add more than any of us have yet done of bibliographical apparatus to even the most elaborate and well-made catalog if we would serve our patrons in a scholarly way." There should be an index to "encyclopedias and other books of reference, partly for the articles themselves and partly for the bibliographies attached. Of course, I would not think of having all the articles in an encyclopedia indexed. . . . I would, for the most part, index such special encyclopedias as the Jewish and Catholic, Smith's Dictionary of Christian antiquities, Julian's Dictionary of hymnology, and many more. And in them I would only index such subjects as those in the pursuit of which one might not at once think of this particular reference book. . . . Mosaics, for example, is admirably treated in the Dictionary of Christian antiquities, and to this article a reference would be most useful. In the third volume of the Catholic encyclopedia just received I notice a long and evidently scholarly article on the Byzantine empire, which it would be a pity for anyone interested in that subject to fall to see, particularly for its bibliography."

Bookless libraries. Lib. World. 10: 45-6. Ag. '07.

A protest against the giving of library buildings where there are no funds with which to purchase books.

Central libraries. G. Hennig. Bibliothekar. 1: 17. Je. '09.

Echoes from the library press of 1910. A. G. S. Josephson. Dial. 50: 77-9. F. 1, '11.

Economic features of libraries. A. E. Bostwick. Lib. J. 34: 48-52. F. '09.

Among the many distributors of ideas—the magazine, the newspaper, the college, the public school, the library—only the library and the public school remain untrammelled. No blight of commercialism is yet upon them. No self seeking interest as yet has sought to exploit the public library. This "independence of the public library may be regarded as one of its chief economic advantages. Another is its power as a leveler, and hence as an adjunct of democracy. . . . There are enough influences at work to segregate classes in our country, and they come to us ready-made from other countries; we may be thankful that the public library is helping to make Americans of our immigrants and to make uniformly cultivated and well-informed Americans of us all." Books serve as an agency to bring inherited predispositions and ancestral memories into play. The distribution of books is the distribution of actual and potential ideas.

Ethical and intellectual responsibility of librarians to Canada and to the empire. W: W. Campbell. Ontario Lib. Assn. Proceedings, 1909: 51-62.

"One of the great dangers today is the material trend of the unthinking mass of the people, who are victims of a vast and loud vulgarity; a mere chase after sensation and amusement." Libraries should throw their influence against the tide by discouraging the reading of many and cheap magazines and novels. Much of the fiction in libraries is highly

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objectionable. Such novels as Meredith's are unwholesome and unfit for library circulation. Such novels as Scott's are safe and sane reading for everybody.

Exploitation of the public library. A. E. Bostwick. A. L. A. Bul. 5: 60-5. Jl. '11.

Notes on this article are given under the heading Advertising thru the library.

Few centuries in the advancement of the race. Newarker. 1: 5-6. N. '11.

"The town that has a good healthy well-stocked library, with a growing number of readers is a good town to locate in, to stay in, to do business in. It is a good place for the manufacturer. It will provide him with an intelligent class of workmen, and is likely to see that he is allowed to do business without molestation. It will provide that intelligent appreciation of the goods he manufactures which leads to increased consumption. Books and libraries have spread intelligence. The spread of intelligence has multiplied books and libraries. The action and reaction produce a perpetual motion—forward. Libraries have widened their usefulness, not only by furnishing books to read, but also by creating readers for their books. A library without readers is not a library but only a collection of books. A library whose use does not increase more rapidly than its books is growing one-sided. In the twentieth century the functions of the library are multiplying rapidly. It should rightly be the people's post-graduate school. It should not only furnish the books but tell people which to read and how to read them."

Free libraries and their possibilities. J. G. Leigh. Econ. R. 16: 32-42. Ja. '06.

Mr. Leigh advocates "a considerable number of small libraries in various districts" each under the care of an intelligent man who should not only keep records of the books but should be able to advise readers as to the best book for their purpose.

History of libraries. Encyclopædia Britannica. v. 16: 545-77. 11th. ed. '11.

History of libraries. Nelson's Encyclopædia. v. 7: 303-9. '06.

Hours in a library. Dial. 42: 65-7. F. 1, '07.

In the process of the evolution of the library, the old style librarian, who knew the books, is passing and in his place has come the modern librarian who is an executive officer. The ideal library however should have both types on its staff. It should encourage browsing as well as research.

Impression of the condition of Spanish-American libraries. R. Schwill. Mod. Lang. Notes. 20: 142-5. My. '05.

In the library; poem. B. Gray. Harp. W. 53: 17. My. 15, '09.

Information. G. Duncan. Bookm. 31: 583-4. Ag. '10.

Libraries and public opinion. J. Hutt. Lib. Assn. Rec. 8: 231-43. Je. '06.

"During the last 150 or 160 years there has appeared a large mass of articles and references to libraries." The references of an earlier date were on the whole favorable, that of Southey in the "Doctor" being the most hostile. "He says that circulating libraries for the most part serve to promote useless reading, the same accusation that is to-day being brought against the public library." A little later the articles are some speculative, others pessimistic, others optimistic, "but it has been reserved to the magazines of later years to print articles, some of which have been highly critical, indeed, one

might say, hostile." It should be the aim of librarians "to educate the public to recognize the work that is being done on their behalf by the libraries." One contributory cause of the unpopularity of existing libraries is the hostile attitude of a portion of the press. Many members of the legal and medical professions argue "that as a public library will not provide a technical department for them, they have no need for a public library. Their attitude is a selfish one. They forget that the ideal aimed at in the institution of a public library is general culture, and not the benefit of a particular portion of the community." Another argument is that good books are cheap nowadays and so the public library is not needed. But tho "the individual may be able to buy a fair number of good books cheaply, yet he cannot acquire a library, and the really studious and persevering reader . . . will naturally turn to the public library for his wider and more expensive reading." In order to offset this opposition librarians should endeavor to educate the public to the idea that the aim of the library is the culture of the whole community. This education should begin with the school children. Much might be done to disarm prejudice by a representative library publication.

Library alcove. S. W. Foss. Lib. J. 34: 553. D. '09.

Public libraries should apply "dry farming" methods to the cultivation of the use of books generally considered unreadable by the public. To this class belong public documents, many of the classics and much Elizabethan literature.

Library and education. C. W. Colby. Lib. J. 34: 340-5. Ag. '09; Same. A. L. A. Bul. 3: 179-84. S. '09.

Library and its functions. H. C. Buell. Wis. Lib. Bul. 3: 17-21. Ap. '07.

"The zeal of you librarians, like the zeal of the Psalmist's house, has eaten us up, together with our conservatism and our inertia. You have combined the methods of modern business astuteness with the spirit of a missionary to the heathen. You display your wares to such advantage that all who run must read. . . . The librarian is more than a mere custodian of the book, she is the missionary of the book. . . . She is acquainted with the individuals of her community. She knows their literary needs and what will supply them, and in her own way she puts into their lives that message which will benefit them. She does it with tact and skill, without being dictatorial or meddling—some—but she does it." The librarian is even more important than the books themselves. "She, her personality, herself, her individuality, although it may be heresy to say it in this presence, is far more important than her system of cataloging or her method of accessioning, although both are important." The world is beginning to recognize the importance of library work but librarians are in advance of the public in gauging their responsibilities. Training schools have been started before they were asked for. In these training schools particular emphasis should be placed "upon an intimate knowledge of the best books and an intense study of the needs of the individual readers of a given community, so that the right book may be placed in the right hands at the right time." The centralizing feature is an important feature of library work. "Every library where room is adequate, should be the center of interest for all the forces that have for their object the acquiring of culture and knowledge through the coordinated use of collection of objects and the book." There is "great need of a close co-operation between school and library in connection with the children's reading." The library "contributes to the general intelligence of her citizenship. It aids in the cultivation of a natural, artistic and aesthetic taste. It ministers to the scientific spirit of the age and it aids in the enlighten-

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ment and purification of the civic life of the people. It supplements the work of the home, the school, the church and the state. It is the handmaid of education, religion, and statesmanship. Those who minister in its behalf are entitled to rank with all those who have our country's interests in view, our nation's welfare at heart and humanity's destiny within their keeping."

Library as a factor in modern civilization. W: H. P. Faunce. Lib. J. 31: C18-20. Ag. '06.

"The Library makes to the nation three gifts; the gift of knowledge; the gift of perspective, the gift of ideals. . . . The books which no longer convey knowledge, which state theories no longer held, and propound as facts things no longer believed . . . should be sharply separated from books abreast of modern thinking." The mere number of volumes in a library does not determine its value. Neither does the number of books read tell us what has been gained in larger horizons by the readers. Libraries must encourage slow, patient, thoughtful reading. "Libraries must be not only storehouses of knowledge, but reservoirs of power."

Library as a form of extension work. D: C. Barrow. Lib. J. 36: 285-8. Je. '11.

Library as a holiday bureau. H. Dixon. Lib. World. 11: 480-1. Je. '09.

Library economy and history. New International Encyclopædia. v. 12: 193-207. '05.

Library economy in the sixteenth century. W. R. B. Prideaux. bibliog. il. Lib. Assn. Rec. 11: 152-74. Ap. '09.

Library flotsam and jetsam. W. J. Conklin. Pub. Lib. 12: 1-4, 45-7. Ja.-F. '07.

A discussion of the mission of the library. It should bring into closer union the book and the reader, should give much serious consideration to the selection of books for general circulation, and should strive to fit the book to the reader.

Library in the 30th century. Life. 53: 865-6. Je. 17, '09.

Library in Utopia. H. W. Checketts. Lib. Asst. 7: 191-4, 207-9. Jl.-Ag. '10.

Library's part in education. J. H. Canfield. Pub. Lib. 14: 120. Ap. '09.

The public library is "the great, persistent, continuous means of education through life. The school gives us the foundation. The public library rounds it out and completes the circle of activity. The school gives the beginning and the public library tells you that there is no end. The school deals in generalities, and the public library deals in specialties. The public library is the supplement of the school and the community can no more safely avoid it than the children can avoid school. If it is necessary to have a compulsory education law, I am almost ready for a law to compel adults to use the library. Public libraries should be scattered through the community as much as schools. You say that the child must not be required to walk too far to school. The same condition is true of our public libraries."

Literature of libraries, 17th and 18th centuries. J: C. Dana and H: W. Kent, eds. 6v. *\$12; large pa. ed. *\$25. '06. McClurg.

Vol. 1. Cotton des Houssayes, Jean Baptiste. Concerning the duties and qualifications of a

librarian; vol. 2. Drury, John. Reformed librarians-keeper; vol. 3. Kirkwood, Rev. James. Over-views for founding and maintaining of bibliotheks in every parish throughout this kingdom; vol. 4. Lipsius, Justus. De bibliothecis syntagma; vol. 5. Bodley, Sir Thomas. Life, written by himself, 1609; vol. 6. Naudé, Gabriel. News from France; or, a Description of the library of Cardinal Mazarini.

Mediaeval library. E. C. Richardson. il. Harper. 110: 788-98. Ap. '05.

Modern public library. H. Bell. il. Book-lovers M. 7: 515-26. Ap. '06.

A discussion of the founding and career of the largest libraries in England, France, and the United States.

Municipal libraries for France. E. Morel. Lib. World. 14: 109-11. O. '11.

A translation of an article which appeared in Le Matin, giving an interesting view of the library activities of Great Britain and America as they appeared to a Frenchman.

National materialism and the public library. C: W. Ames. Minn. Pub. Lib. Com. Notes. 9: 4-13. D. '06.

Need for a connection between the public library and the theatre. A. H. Yates. Lib. Asst. 5: 253-6. Ap. '07.

Mr. Yates advocates directing the attention of the people to good plays. The library besides posting notices of the plays might give a brief description of their chief characteristics.

Need for specialized libraries. J. H. Canfield. Ind. 61: 1155-7. N. 15, '06.

A look ahead for even a century shows the time to be rapidly approaching when any single building less capacious than the Library of Congress will not be large enough to house the books of a library unless it specializes along some particular lines. Nor will the library be able to support the staff necessary for its administration. In view of these facts it is well to take some immediate action which shall result in a working scheme that will bind together "the great central library of the nation and the libraries and library commissioners of the various states." New York city has already made an excellent beginning in library specialization. There is a very definite agreement between all the libraries which have begun to specialize "by which the greatest care is taken to avoid unnecessary duplication and expense, custody and storage room, and under which there is a most liberal policy of inter-library loans."

One phase of library development. F. P. Hill. Lib. J. 31: C3-9. Ag. '06.

The transformation "of the library from a storehouse for books to a vital educational force in the community" and the corresponding change in the librarian is shown by Mr. Hill.

Openbare leesmusea en volksbibliotheken. H. E. Greve. O. 384p. '06. Maas and Van Suchtelen, Amsterdam.

Our library field and local opportunities. H. A. Wood. Ia. Lib. Q. 6: 54-9. O. '09.

Plan for a universal library. Pub. Lib. 10: 129-32. Mr. '05.

Plea for browsing in public libraries. Lib. World. 12: 213-4. D. '09.

Presidential address. F: G. Kenyon. Lib. Assn. Rec. 12: 433-45. S. '10.

The public library is an instrument of culture, as well as an instrument of knowledge. Keep-

Libraries—Continued.

ing these functions in mind too much trashy fiction is issued. Libraries "play a part of vital importance in the regeneration of English life" and librarians would do well to keep this in mind, for the utilization of libraries to their full value depends on the librarian.

Presidential address. J: A. Dewar. Lib. Assn. Rec. 13: 367-72. N. '11.

Public library. F: Lynch. Christian Work and Evangelist. 87: 592-3. N. 6, '09.

Emphasis is placed on the value of the library to the exceptional boy or girl. Ministers can stimulate the reading of good books by reference to them in sermons. Books should be added to libraries while they are of popular interest. Choice of books should be unsectarian and non-political.

Public library and civic improvement. F: M. Crunden. Chaut. 43: 335-44. Je. '06.

Public library and its critics. H: M. Whitney. Conn. Pub. Lib. Doc. no. 1: 3-12. '06.

Public library as an educator. L. R. Wilson. Lib. J. 35: 6-10. Ja. '10.

"The library's first duty, obviously, is to aid in the education of the child. Altho its part in this special field is necessarily secondary to that of the school, its children's room should always be open; its tables and shelves should be supplied with the best of science, history, biography, literature and story; a trained children's librarian, who is a teacher as well, should be at hand to direct; the mysteries of the catalog should be revealed; and the use of the book should be made clear. If the child is not reached in the library, the central library, provision should be made for reaching it either by school depository or branch library in the school which the child attends or in the branch library in the neighborhood in which it lives. All of good which the library has at its command should be placed at his hand. Furthermore, it should be presented with such knowledge and sympathy as will result in the extension of the instruction imparted by the school and in a definite contribution of culture. Its second duty is to the adult. It is a fact with which we are painfully conversant that less than 25 per cent of the children between 14 and 20 are in the public schools, including all the grades, and that but one American in a thousand claims a college or university as his foster mother. It is just here that the library finds its chief ground for existence. As soon as the child leaves the school it should enroll him as one of its beneficiaries and it should sustain to him and his father alike the relation of the great university to her sons. Books of knowledge and power, as defined by De Quincey, should be furnished this individual who has passed out of the doors of the school or college to stimulate his aspiration to fit himself for larger, fuller life, the attainment of which is wholly conditioned upon the increase of his intelligence and the improvement of his character."

Public library in political theory and in practice. F: C. Hicks. Lib. J. 34: 197-9. My. '09.

The conclusions reached are:—"(1) The public library is justified in political science under the common welfare theory, a theory which at the present time finds greatest favor in the minds of publicists. (2) Its political function is to raise the plane of citizenship so that liberty and democracy may not live in the fear of dissolution. (3) Already, an effective agent of good government, it should be adequately supported from the public funds in order that its full force may be realized."

Public library: the people's university. W. H. Rollins. Ia. Lib. Q. 6: 23-5. Ap. '09.

Recent library progress. Lib. Work. 1: 4. Ap. '06.

Regional libraries. C: H. Gould. Lib. J. 33: 218-9. Je. '08.

Notes on this article are given under the heading Cooperation.

Relation of libraries to municipal government. D: A. Boody. Lib. J. 31: C28-30. Ag. '06.

Twenty millions per year are paid for education in the United States, and one million only for libraries though they continue the education of the children for the rest of their lives. No one can measure the influence of the sixty million books which are annually circulated by American free libraries. There is no way "to measure this mighty influence as it touches municipal government."

Rise and distribution of literature. F: W. Jenkins. Lib. J. 36: 99-111. Mr. '11.

Service of the public library to the community; an address before the Bill library association, of Ledyard, Conn., Ag. 31, 1904. S. H. Howe. O. 18p. '04. S. H. Howe. D.D., Norwich, Conn.

Share of the library in religious education. Z. A. Dixon. Relig. Educa. 4: 588-93. F. '10.

Significance of public libraries. Lib. Asst. 6: 247-9. Ja. '09.

Some famous libraries. Harp. W. 54: 29. Je. 4, '10.

Sphere of the library. R. G. Thwaites. Pub. Lib. 11: 3-5. Ja. '06.

The mission of the public library is to furnish education for old and young, to have regard to the reference room as well as the children's room. It is the business of the library "to carry forward the work of popular education where the teacher necessarily drops it." It is not essential that the small college library or the public library of a small city... should strive for the unattainable." A small library need not use its reference funds in purchasing technical books unless there is a local demand for them. It should build up a well-rounded reference department that will serve its public.

Spring cleaning at the library. L. E. Stearns. Wis. Lib. Bul. 2: 46. My. '06.

The library should be neat and beautiful. The exterior should be made inviting, as well as the interior. The interior should have an air of comfort and should be kept clean and tidy.

Story of libraries and book collecting. E. A. Savage. (English lib.) 230p. *75c. Dutton.

Things that matter: an attempt at a study in values. T. W. Elmendorf. Pub. Lib. 14: 281-9. O. '09.

Notes on this article are given under the heading Librarians and assistants.

Three factors in civilization. J: C. Dana. Pub. Lib. 14: 43-5. F. '09.

Triple alliance: the public library, the public museum, and the public art gallery. H: D. Roberts. Lib. Asst. 7: 182-91. Jl. '10.

Libraries—Continued.

Two government enquiries into public libraries. J. D. Stewart. Lib. Asst. 7: 87-95. F. '10.

A review of the reports of the select committee of parliament appointed in 1849 to investigate "the best means of extending the establishment of libraries freely open to the public, especially in large towns in Great Britain and Ireland," and a joint committee of the two houses of congress appointed in 1896 "for the purpose of inquiring into the condition of the Library of congress . . . with such recommendations as may be deemed advisable; also to report a plan for the organization, custody and management of the new library building and of the Library of congress."

Value of the library. J. M. Thomas. Vermont Lib. Com. Bul. 6: 3-6. Mr. '11.

The library is a community necessity. "The social needs of a civilized man include access to a collection of books larger than any ordinary citizen can afford to purchase or store in his home." The mere possession of books or access to books is not enough. Expert service is needed in arrangement and classification before the knowledge contained in the books can be available for use. "A building with bookshelves and a collection of books is not a library. To have a library you must have your books where you can put your hand upon what you want when you want it. A library is 75 per cent librarian." The public should broaden its ideas of the library. It should not be looked on as a place to go now and then for pleasure or recreation. "The library should study the needs of its constituents. In a marble town, the library should make much of economic geology and all that pertains to quarrying. Where agriculture is the chief industry, the latest bulletins and treatises should always be found."

What the community owes the library. J. I. Wyer, jr. A. L. A. Bul. 5: 55-9. Jl. '11; Same. N. Y. Libraries. 2: 253-6. Jl. '11; Same. Lib. J. 36: 325-8. Jl. '11; Same cond. Pub. Lib. 16: 244-5. Je. '11; Same. Minn. Pub. Lib. Com. Notes 3: 91-2. Je. '11.

What the library owes the community, and what the library can do for the community are subjects that have been much discussed; the obligations, however, are not all on one side. There are some things which the community owes the library. In the first place, every community owes it to itself to have a library. By the act of establishing such a library, the community assumes certain responsibilities. Statutory provisions should be so shaped as to emphasize, and so enforced as to establish by precedent the fact that "partisan politics and personal self seeking have no place in the governing board of a library." No single mode of appointment can insure the right sort of trustees. Such a result can only come about thru a firm conviction on the part of the people that the library and the school are not concerned with the externals of life but with the permanent matters of citizenship and character. The community, then, owes to the library a governing board made up of the right sort of men and women and a competent library staff. In following the practice of urging the claims of local candidates, members of the community often work against the best interests of the library. "This insistence on the mere accident of residence is one of the chief contentions of the merit system of civil service which librarians seem to be practically unanimous in condemning as thoroughly unsatisfactory for recruiting the staff in municipal public libraries." The community owes the library a reasonable financial support. A reasonable financial support may be defined roughly as "the amount, not extravagantly dis-

proportioned to the entire city budget, which a thoroly competent librarian can spend wisely." Library finances, like those of the school, often suffer because a maximum tax levy has been fixed by law. The history of library legislation shows that such limitations are steadily being repealed or extended. The community owes the library a building that is substantial, tasteful and adequate, with an interior planned for library purposes. "The entire community owes the public library open-mindedness, patience and a better understanding of its work and needs. This is especially true of those persons and institutions that are potent in civic affairs and in the making of public opinion—the press, public men, the pulpit, the chamber of commerce." Cooperation should result from the knowledge that whatever benefits either library or community benefits both.

What the community owes to the public library. C: W. Smith. Lib. J. 32: 315-7. Jl. '07.

What's the use of a public library? A. G. Rockwell. Lib. J. 31: 808-11. D. '06.

Why do we need a public library? Chalmers Hadley. A. L. A. publishing board. Chicago. Library tract, no. 10. 5c.

Africa.

Library in the Sahara. Sci. Am. 102: 182. F. 26, '10.

Alaska.

Libraries. H. E. Beady. Lib. J. 30: C14-3. S. '05.

Assyria.

Library of the Assyrian king, Sardanapalus. Sci. Am. 102: 126. F. 5, '10.

Bohemia.

On popular reading-rooms in Bohemia. Lib. Assn. Rec. 11: 326-7. Jl. '09.

"Reading-rooms developed in Bohemia in various ways. Their germs are found in the reading clubs, founded here and there before 1848. Their aim was fundamentally political, though professedly non-political. They were to be students of literature, and above all organized subscribers to Bohemian books in regard to which conditions were very bad then. These societies gave the only chance of circulation to books, and the country folk for instance had only prayer-books. Political conditions had a very great effect in this quarter and affected the circulation of newspapers specially. . . . Special difficulties, chiefly financial, affected these Bohemian reading-rooms founded by students, and they did not flourish as had been hoped. The difficulty arose thru the necessity of readers subscribing to the society which ran the reading-room and making small periodical contributions. The result was a demand for public support of existing or establishment of new libraries, supported by a strong agitation."

Brazil.

New national library of Brazil, Rio de Janeiro. Lib. J. 35: 115. Mr. '10.

Canada.

See also Legislation—Canada.

British northwest, Libraries in. E. O. S. Scholefield. Lib. J. 30: C14-6. S. '05.

Canadian libraries of long ago. L. C. Burpee. A. L. A. Bul. 2: 136-43. S. '08.

Libraries—Canada—Continued.

Library progress in British Columbia. E. O. S. Scholefield. *Lib. J.* 36: 573-7. N. '11.

Library work in the United States and Canada. *Lib. Assn. Rec.* 12: 555-61. N. '10.

National library for Canada. *Pub. Lib.* 16: 148. Ap. '11.

Present problems of libraries in Canada. N. Gurd. *Pub. Lib.* 12: 176-80. My. '07.

The will of the board is supreme in the libraries of Ontario but as a rule the trustee has his own business to attend to and cannot become an expert in library administration. "The ingenuity displayed in many libraries in placing barriers between the people and their books is appalling. The open shelf is with many a scoffing and by-word. Children are driven from the library by the absurd age limit. And persons applying for membership have to comply with red-tape rules, and pay a fee for their cards. Then, too, how often are the walls of the library placarded with threatening notices. Thou shalt not is everywhere in evidence. The atmosphere is one of suspicion." Out of 25 leading libraries in Ontario only six have children's rooms, only six have abolished the age limit which debar children from the use of books, and only 13 have open shelves. The age limit ranges from 12 to 16. The libraries have not justified themselves with the people.

Provincial library system. A. W. Cameron. *Ontario Lib. Assn. Proceedings*, 1911: 46-54.

Report upon public libraries, literary and scientific institutions of the province of Ontario, 1909. Education department. Toronto, Ontario.

Some library possibilities. W. R. Nursey. *Ontario Lib. Assn. Proceedings*, 1911: 54-9.

What the Canadian government is doing for Canadian libraries. M. Dewey. *Lib. J.* 33: 17-8. Ja. '08.

Chile.

National library and library progress in Chile. M. M. Snushall. *Pub. Lib.* 14: 174-6. My. '09.

The National library of Chile is one of the best in South America, though behind the times when compared with European national libraries. There are 130,000 volumes divided among the reference, circulating, and old book and manuscript departments. Methods of classification and cataloging are crude, inadequate and incomplete. Most of the libraries in the Chilean capital are open to the public. Chile, although isolated, is progressive, and it is expected that her libraries will share in the general improvement.

China.

Boone college library, Wuchang, China. M. E. Wood. *Lib. J.* 34: 54-5. F. '09.

Library as a phase of mission work in China. M. E. Wood. *Outlook*. 87: 618. Jl. 20, '07.

Library work in a Chinese city. M. E. Wood. *A. L. A. Bul.* 1: 84-7. Jl. '07.

Cuba.

Revista de la Biblioteca Nacional. Publicacion mensual dirigida por Dorringo Figarola-Caneda. 1: nos. 1-2. Ja.-F., '09.

Through the generosity of Señora Pilar Aragoza de Müller, the Biblioteca Nacional of Cuba, situated at Havana, is enabled to begin the publication of a monthly periodical devoted to bibliography and library economy. The scope of the periodical is to include all subjects relating to the condition and progress of the Biblioteca Nacional; indexing certain periodicals among which are *Memorias de la Sociedad Economica de Amigos del Pais*, *Revista Bimestre Cubana*, *Revista de Cuba* y *Revista Cubana*; the publication of historical manuscripts, portraits, facsimiles, etc.; reviews of books, and lists of those recently received. The first issue contains two numbers in one cover. The typography, paper and arrangement are excellent. The plates are not so good. The first installment of manuscripts consists of 11 letters of Jose de la Luz y Caballero written in the years 1831-1833. There is a portrait of the author. More letters are to appear in the next issue. An article on the preservation of national monuments, etc., and the desirability of having a national museum follows. A portrait and biographical sketch of Dr. Ramón Meza, recently appointed Secretary of public instruction and fine arts, follow, with a list of his works. An unusual feature is a list of funeral announcements contained in the Biblioteca Nacional. Finally, there are book reviews, 'Necrologia,' and 'Polibiblion,' the last mentioned consisting of items concerning libraries throughout the world. If the *Revista* is able to maintain the high standard set in its first issue, the library world is to be congratulated on this addition to its professional literature. F: C. Hicks. *Library Journal*.

Denmark.

Denmark's public libraries in 1910. A. S. Steenberg. *Folkebiblioteksbladet*. 9: 81-2. '11.

Public libraries in Denmark. A. S. Steenberg. *Lib. Assn. Rec.* 12: 96-8. Mr. '10.

At an industrial exhibition in Aarhus, Jutland, the Danish union of architects built a model village. "Among the buildings erected in this village was a lecture hall and public library, the lecture hall standing with one gable-end to the street, and the library building forming a wing to it, with a garden in front. The library contained one large reading-room, with a reference library (150 vols.), a lending library for adults (900 vols.), and another for children (200 vols.), both of them arranged on open shelves, besides a variety of newspapers and magazines. A simple classification with author marks and shelf marks was used. There were two card catalogues, one classified, the other dictionary. On the cards were noted the nationality of the authors, the years of their birth and death, and the pronunciation of foreign words occurring in the title. On the walls of the room were hung maps of Aarhus town and its environs, a bulletin board, portraits of Danish authors, and pictures of places famous in the history of Danish literature. The tables and bookcases were decorated with flowers in earthen urns made by the village potter. A special library had been arranged for the use of officials connected with the exhibition. The library was very much used; not only the chairs in the reading-room, but every seat on the benches in the garden being often taken up by the readers. . . . In 1905 the Danish popular libraries formed an association named *Danmarks Folkebiblioteksforening*. The libraries pay for membership on a sliding scale in proportion to the size of the library. Also private persons can be members if approved by the directors. This association has done much good work. By agreement with the Danish association of booksellers it has obtained

Libraries—Denmark—Continued.

25 per cent. discount on all books sold to subsidized popular and children's libraries (these children's libraries are connected with the public popular schools, which are municipal institutions). It has caused a great many lectures to be given on library management. It publishes a library journal (*Bogsamlingsbladet*). By arrangement made with the State library in Aarhus, which in some respects is working much on the same lines as the public libraries in England, the State library sends to the popular libraries small collections of books (fiction excluded) for a term of two months, and to the leaders of small libraries also books of fiction for seven days to help them in making a selection of books for their library."

Public library at the Aarhus exposition. A. S. Steenberg. *Folke-og Barnebog-samlinger*. 3: 77-81. O. '09.

This model library, sharing its own building with an audience room, was complete even to fresh flowers on desk and cases. The pictures were of Danish authors and of scenes from literature. There were 1300 volumes and a periodical list of 28.

Some interiors from public libraries. M. Larsen. *Folkbiblioteksbladet*. 7: 97-101. '10.

Copenhagen has besides its public library and its Workmen's reading association, a Women's reading association. This has the largest loan library in the city. In the conversation-room are portraits of leaders in the woman's movement and of other prominent women. There is a tea-room. The library contains 52000 volumes, loaned only to members; the circulation averages 470 volumes a day.

University extension and public libraries. J. S. Möller. *Bogsamlingsbladet*. 6: 1-5. Ap. '11.

Dutch East Indies.

Libraries in the Dutch East-Indies. D. Smit. *Boekzaal*. 3: 276-9. S. '09.

Dutch Guiana.

Colonial library at Paramaribo. F. O. Dentz. *Boekzaal*. 3: 212-6. J1. '09.

Egypt.

Some old Egyptian librarians. E. C. Richardson. 93p. bds. *75c. '11. Scribner.

"The papers are wholly from original sources in the sense that no statements are made on the authority of secondary sources and effort has been made to use only translations by acknowledged experts." (Preface.)

England.

See also British museum; Legislation—England.

As we are seen. L. Whiting. *Librarian*. 2: 155-6. N. '11.

The writer, an American, contrasts the library privileges offered in London with those of the larger American cities. The article as here given is an extract from the Boston Sunday Herald.

Bethnal Green free library, London. Working of. Westm. 163: 562-8. My. '05.

Bradford library and literary society. W. Scruton. *Lib. Assn. Rec.* 8: 545-55. N. '06.

Bradford mechanics' institute library. C. A. Federer. *Lib. Assn. Rec.* 8: 636-40. D. '06.

Brief outline of the organization and methods of the Cambridge university library. H. G. Aldis. *Lib. Assn. Rec.* 7: 625-36. D. '05.

Notes on this article are given under the heading College libraries.

Brighton public library, museums, and fine art galleries—a retrospect. H: D. Roberts. *Lib. Assn. Rec.* 10: 439-54. S. '08.

British municipal libraries. J. D. Brown. *Library*, n.s. 9: 218-24. Ap. '08.

"The British municipal library system came into existence in 1850, when a special act of parliament was passed empowering town councils to establish libraries, and levy a tax on the inhabitants for their support. . . . The statutes . . . empower the local authorities to erect and equip libraries, museums, art galleries and schools for science and art, out of a rate or tax, which in most cases, is strictly limited to one penny in the pound on the rental value of the town." The weak part of this legislation is that the rate is not sufficient to carry on the various enterprises. "In consequence of this, most towns are forced to confine their attention to the library side of the work, leaving museums, art galleries, and schools to be provided by other means. 580 towns and districts, of all kinds and sizes, have adopted the Public libraries' acts, and 527 of these are actively carrying on public library work. Counting branch libraries, and small reading rooms, but excluding mere book-delivery stations, they muster among them 906 separate library buildings. In round figures these libraries contain over 4,000,000 volumes of works of reference, and rather more than 8,000,000 volumes available for lending to borrowers for home-reading purposes. In the reference libraries all the books are educational or intended for purposes of research, while in the lending libraries about one-fifth of the stock is represented by light literature, or fiction. . . . The number of enrolled borrowers in 1907 was nearly 2,500,000, or about 5¼ per cent. of the total population of the United Kingdom, a high percentage, considering that, as yet, the library movement has not been extended in any large degree to rural districts."

Cambridge public library after fifty years: a retrospect. J: Pink. *Lib. Assn. Rec.* 7: 513-26. N. '05.

Carnegie libraries at Bolton. *Lib. World*. 12: 312-5. F. '10.

Catalogs of the Bodleian library, Oxford. T: W: Huck. *Lib. World*. 12: 413-8, 447-52. My., Je. '10.

Deptford's first permanent library. *Lib. World*. 14: 72-3. S. '11.

Edgar Allen library of the University of Sheffield. T. Loveday. *Lib. Assn. Rec.* 11: 567-71. D. '09.

European and American libraries. *Lib. World*. 11: 245-50. Ja. '09.

Exemption of public libraries from rates and taxes. H. W. Fovargue. *Lib. Assn. Rec.* 10: 103-10. Mr. '08.

"The following requirements must be satisfied to entitle any building to exemption under this clause: (1) It must be the property of a literary or scientific institution, and be used

Libraries—England—Continued.

solely for the purposes of such institution; (2) it must be free, i. e., no charge is to be made for any instruction; (3) it must not be occupied by any officer of the institution, nor by any person paying rent for the same."

Exeter public library: an historical essay.

H. Tapley-Soper. Lib. Assn. Rec. 13: 55-69. F. '11.

Federation of London public libraries.

W. C. B. Sayers. Lib. Assn. Rec. 13: 330-3. S. '11.

Free public libraries in London. A. van Eerde. Boekzaal. 4: 257-63. Je. '10.

Guildhall library: its history and present position. E. M. Borrajo. Lib. Assn. Rec. 10: 381-95. Ag. '08.

History of the Bodleian library. G. R. Bolton. Lib. World. 12: 241-6. Ja. '10.

Libraries in the rural districts. H. Farr. Lib. Assn. 6: 389-94. Ag. '09.

Under the local government act, villages may establish libraries. There are not yet 100 public libraries among the thousands of villages, rural districts and small towns. Such libraries as have been established are maintained with difficulty, and depend on voluntary service. A proposal that annual grants in aid of rural libraries should be made from the treasury was opposed by Mr. Gladstone in 1891 because he "hoped that the liberality and enlightened judgment of the great landed proprietors would meet the difficulty and enable the villagers to enjoy the great advantages of institutions of this kind." There is no sign of the fulfilment of this hope. A few successful village libraries have been established or aided by the landed proprietors. There are parish and Sunday school libraries connected with the various churches and chapels. As early as 1847 a traveling or circulating library was established on a subscription basis. There are at present a number of such concerns circulating books in the rural districts at slight expense to the borrowing community. In the county of Hereford, an anonymous donor enabled the Bishop of Hereford to establish a county traveling library system. Several British colonies provide better library facilities for the rural districts than the mother country does. County councils should be empowered to administer the libraries acts. Little progress can be made until this is done.

Libraries of English cooperative societies.

G. J. D. C. Goldhart. Boekzaal. 3: 280-2. S. '09.

Libraries of government departments in

England. B. G. C. Collier. Lib. World. 14: 85-9. S. '11.

Libraries of London: a guide for students. R. A. Rye. 6d. '08. University of London.

"This handbook, prepared primarily for the use of students of the University of London, aims to make known the library resources of the metropolis by briefly characterizing each library within the boundary lines of London county." T. W. Koch. Library Journal.

Library as a municipal institution. R.

Yates. Lib. Assn. Rec. 11: 279-83. Je. '09.

Library at King Edward VI. school,

Bury St. Edmunds. A. T. Bartholomew. Library, 3d ser. 1: 1-27. Ja. '10.

Library grouping. L. Inkster. Lib. Assn. Rec. 8: 46-52. F. '06.

Under the English public libraries act of 1850 the various libraries of a city—London is taken as an example—were practically isolated as regards each other. As a result of the London government act of 1899 several libraries have been grouped together and their rules reduced to a uniform code. "In these boroughs it is no longer possible for a reader to find that, because he has moved into an adjoining street, he must use another library, where he may have to provide two guarantors instead of one, or even none at all, that he is only allowed one week in which to read a book, and that the fines for detention have risen from one penny per week to twopence per day." In libraries not grouped, hours of opening in various districts range from eight to ten in the morning, in one library you can go to the shelves, in another you cannot, some libraries buy new books, others regard the purchase of new books as dangerous, etc. A strong central county authority is urgently required for library purposes. The result would be greater economy in the purchase of books, there would be a more efficient administration and a better trained and qualified staff. Haphazard appointments would not be made. "The sphere of the library would be enlarged, its prospects improved, and its opportunities multiplied."

Library of printed books in Worcester cathedral. Library, 3d ser. 2: 1-33. Ja. '11.

Library of University college, London. R. W. Chambers. Lib. Assn. Rec. 11: 350-8. Ag. '09.

Library progress, 1808-1910. J. D. B. Lib. World. 13: 1-4. Jl. '10.

"Two very important matters which require special mention, have undergone great development. . . . The first is the rapid spread of the open-shelf system to both reference and lending libraries. In 1898 only about sixteen towns had established the safe-guarded open-access system, and there was then a considerable amount of opposition to the system, based, as it has since been discovered on imperfect knowledge of its working. Now there are over 100 libraries in various parts of the country organized on the safe-guarded method, and a considerable number of large towns, including Liverpool and Manchester, are busy preparing experimental branches. There can be no doubt about the complete success and safety of open access in buildings properly planned and organized for the system. The second matter referred to above, is the gradual disappearance of the complete printed catalogue, and the substitution of complete manuscript catalogues and sectional printed catalogues or class lists. This is partly due to the increase in size of all libraries over five years old, and the consequent cost of printing a complete dictionary catalogue; a certain proportion of the decrease is also due to the spread of open access. There is hardly a library in the country in possession of a really complete printed catalogue, and it has been found more economical to print bulletins of accessions only, and keep the up-to-date record of the stock in manuscript catalogue form. The rise of exact classification has also tended to give the alphabetical dictionary catalogue a set back, and there is no doubt that as subject-bibliographies, lists of best books, and other guides to literature increase in number the vogue of the printed dictionary catalogue will be largely curtailed." Progress has been made, too, in the systematic training of library assistants.

Library progress in England, 1898-1907. Lib. World. 10: 1-4. Jl. '07.

Libraries—England—Continued.

- Municipal library and its public. J. Bal-
linger. Library, n.s. 9: 309-22, 353-68;
10: 188-200. Jl.-O. '08, Ap. '09.
- New Durban municipal library. il. Lib.
World. 14: 46-7. Ag. '11.
- Notable libraries; Bournemouth. il. Lib.
World. 11: 463-6. Je. '09.
- Notable libraries; Bristol. il. Lib. World.
12: 217-24. D. '09.
- Notable libraries; Eastbourne. il. Lib.
World. 12: 19-22. Jl. '09.
- Notable libraries; Gravesend. il. Lib.
World. 11: 383-6. Ap. '09.
- Notable libraries; Halifax. il. Lib. World.
12: 57-9. Ag. '09.
- Notable libraries; Hove. il. Lib. World.
11: 423-7. My. '09.
- Notable libraries; Ipswich. il. Lib. World.
12: 138-40. O. '09.
- Notable libraries; Islington. il. Lib.
World. 11: 303-8. F. '09.
- Notable libraries; Liverpool. il. Lib.
World. 12: 261-72. Ja. '10.
- Notable libraries; Montrose. il. Lib.
World. 12: 178-80. N. '09.
- Notable libraries; Worthing. il. Lib. World.
12: 99-101. S. '09.
- Present position of London municipal li-
braries, with suggestions for increasing
their efficiency. Lib. Assn. Rec. 8: 625-
32. D. '06.
- Principles of library organisation. J. D.
Stewart. Lib. Asst. 6: 98-103. Ap. '08.
- "The number of places that have adopted the
acts is 580, of which 53 have not put them into
force, thus leaving 527 library systems in opera-
tion. These 527 library systems possess 906
buildings, exclusive of small delivery stations,
etc. The books they contain amount in round
numbers to 4,000,000 volumes in the reference
departments and to 3,500,000 volumes in the
lending departments. The number of registered
borrowers is just over 2,500,000. The number
of books issued yearly are as follows: From the
reference departments, 11,000,000 volumes, ex-
cluding many unrecorded issues from open ac-
cess collections, which would probably increase
the total by an odd million or two; from the
lending departments, 60,000,000 volumes, thus
giving a total issue of 71,000,000 volumes per
annum."
- Public libraries in England. G. Valensin.
Rivista d. Biblio. 19: 137-52. S. '09.
- This paper, presented at the first Italian con-
gress of public libraries, is comprehensive and
remarkably clear. The latter feature is helped
by topical arrangement and by most-excellent
make-up and typography.
- Public libraries of London; Fulliam. Li-
brarian. 1: 9-10. Ag. '10.
- Rating free public libraries. H. J. Saund-
ers. Lib. Asst. 7: 82-7. F. '10.
- Rules of the Bodleian. Lector. Nation. 89:
510. N. 25, '09.
- Struggle for a public library in New-
castle-upon-Tyne. B. Anderton. Lib.
Assn. Rec. 7: 259-71, 307-28. Je.-Jl. '05.
- Survey of the public library movement
in Bradford. M. E. Hartley. Lib. Assn.
Rec. 8: 423-43. S. '06.
- Technical education and public libraries
in England. J. D. Stewart. Pub. Lib.
10: 455-7. N. '05.
- Traveling librarian in some English li-
braries. Pub. Lib. 15: 354-6. O. '10.
- Unborn to-morrow. O. E. Clarke. Lib.
World. 14: 18-20. Jl. '11.
- "Among the evils of the present library sys-
tem may be counted the utter lack of system
in the library scheme as a whole, caused by the
absence of central control, or of any factor
which might make for co-operation and unity.
As a result, some areas are rich in libraries
whilst in others there is not anything resem-
bling a library, and the inhabitants, after their
school-days, are left, without any means of
self-development, to sink into a slough of half-
educated ignorance, even more deplorable than
a total lack of learning. Undoubtedly this lack
of unity will be remedied before the millennium
arrives: politicians will one day have time to
turn their thoughts library-wards; and then
will be initiated some system whereby the great
cities will be furnished with large general li-
braries, each of which shall, however, special-
ise in some branch of knowledge of particular
utility to the city wherein it is situated; of
popular general libraries for the country towns;
and of itinerating libraries for the thinly popu-
lated rural districts. Other educational forces
will co-operate, and extension work will be
freely undertaken. No longer will the public
library fall under the same category as the
soup-kitchen and similar charitable institu-
tions! It will be regarded in those days as a
vital part of the national life."
- University library, Cambridge. T: W:
Huck. Lib. World. 13: 257-66. Mr. '11.
- Wells cathedral library. T. W. Williams.
Lib. Assn. Rec. 8: 372-7. Ag. '06.
- Work of libraries in England. W: H.
Bailey. Lib. Assn. Rec. 8: 461-76. O.
'06.

Europe.

Impressions of foreign libraries. H. A.
Wood. Ia. Lib. Q. 5: 145-9. Ap. '07.

Impressions of some European libraries.
W. S. Monroe. Lib. J. 32: 161-2. Ap.
'07.

"European libraries are much less democratic
than similar American institutions. They are
patronized much more generally by special
students than by the masses, as with us. Lit-
tle or nothing, in fact, is done to bring the
libraries to the attention of the common people.
Closed shelves is the rule, and the books are
generally badly cataloged, when cataloged at
all. The libraries are opened for a few hours
only each day, and vacations are numerous
and long. . . . European libraries . . . are very
slow in the purchase of modern books. . . .
Pamphlets are more generally collected and
preserved; more attention is given to the col-
lection of biographical sketches, autographs,
and portraits, and special libraries are much
more numerous than in the United States. . . .
Germany alone has something like 40 special
educational libraries."

Libraries for use and European methods.
Nation. 87: 330. O. 8, '08.

Ways of European libraries. A. Blount.
Western Journal of Educa. 3: 348-56.
O. '10.

An American student who spent a year of
study abroad sums up the result of her expe-

Libraries—Europe—Continued.

riences in the British Museum of London and the Bibliothèque Nationale of Paris. "If any person should ask me whether, after a year's experience in foreign libraries, I should advise one to go to Europe for library work, I should say, 'No, not unless you wish to use books or manuscripts that you cannot get in American libraries.' If one needs to see such material, he must of course go where it is. But if he does not need such material he will work to much better advantage at home. . . . The difficulties the student encounters in the use of foreign libraries are due to two causes. In the first place, all of the students working in such collections as those at the British Museum and the Bibliothèque Nationale are supposed to be advanced students, and none, therefore, or very few, can conveniently and fairly be granted special privileges. On the other hand, American libraries for research are generally connected with universities. The body of students are undergraduates who are not doing research, do not, therefore, need a great number of books at one time, and can conform without inconvenience to strict rules limiting the use of books. The professors and the few advanced students can easily be given special privileges to seminary rooms and to stacks. Thus research students in American libraries can get as many books as they need as fast as they need them; and no work in literary research can be carried on to advantage without a great number of books at hand. In the second place, these foreign libraries are less usable than our best American libraries because of their unwieldiness. They have millions of books against the few hundred thousands of our largest collections. Mere size would make no serious difference, it is true, in the convenience of the collection. But a great number of their books were acquired before modern library methods were invented, and there has not yet been time to reduce the largest of these collections to library order. The British Museum is pretty well cataloged. The catalog is kept in books, not on cards, and the practical mind cannot help feeling anxious about what is going to happen when the blanks in the books are entirely filled up. I noticed several entries not in strict alphabetic order, apparently because of space limits. The French library has a temporary card catalog for the books added since about 1880, and a permanent catalog for those under A and B. This permanent catalog, like that of the British Museum, is kept in books rather than on cards. I expressed my surprise at this to an American student whom I met in the Bibliothèque, and he said that he thought the book system much more convenient for the student. But I cannot believe it is as good as the card system from the point of view of library economy, and it really makes very little difference to the student. Because of the imperfection of the catalog it is sometimes impossible to give the attendant more than the name of the book desired and the name of the author. How he finds the book I do not know; I suppose there must be some record for the use of the librarians; I do know that the book is often two or three hours in reaching the student's desk. . . . However, I do not believe that any person who has worked in one of these great book collections would be willing to lose the experience from his life. Tho the technical work may go more slowly, nothing could be more encouraging, more inspiring to a student than the atmosphere of these libraries, and the silent, busy comradeship with other workers, as eager as himself to widen the horizon that bounds and limits human knowledge."

France.

Bibliothèques, by E. Morel. Review. Lib. J. 35: 130-1. Mr. '10.

French libraries. J: C. Dana. Pub. Lib. 13: 344-7; 14: 19-21. N. '08, Ja. '09.

French libraries, merits and faults. R. of Rs. 32: 741. D. '05.

France is not up to date in library work. She is very much behind in the matter of cataloging, and has still to learn that a book which is not read is a dead object.

Les bibliothèques populaires à l'étranger et en France. M. Pellisson. D. 220p. '06. Nationale.

An excellent summary of the position of the public libraries of the United States and on the continent at the present date. . . . After surveying in detail the features of the public library system in the United States, England, Germany, Austro-Hungary, Italy, Belgium, Holland, Scandinavia and France, the writer draws some conclusions of "general nature as to measures calculated to raise the position of the French libraries to that obtaining" in England and this country.—Lib. Assn. Rec.

Librarians of the Royal library at Fontainebleau. Frank Hamel. Library, 3d ser. 1: 190-9. Ap. '10.

Library reform in France. J. I. Wyer, jr. Lib. J. 31: 215-7. My. '06.

In France there is no uniform recruiting system, university libraries alone requiring preparation of employees. Promotions are not made by merit or seniority but at the will of the librarians who are often political appointees. The pay in general is poor and the book funds inadequate. A commission has been appointed to study the matter of organization. Their recommendations will be embodied in a proposed law.

Municipal popular libraries of Paris. G: F. Bowerman. Lib. J. 33: 9-13. Ja. '08: Same cond. Pub. Lib. 12: 395-6. D. '07.

Only recently have French libraries begun to make card catalogs, of these some are classified and others dictionary in form. The cards used are usually of standard width but shorter than our cards and they are invariably stood on end. Wooden rods are used and the cases are awkward. In Paris the 82 popular libraries are open at least two hours every evening and two hours every Sunday morning. They are mainly circulating libraries with small reference collections. They are usually housed in a single room and in each a chart is posted giving the location and hours of opening of all the libraries in the system. An average of 6000 volumes nearly all in the French language and ten periodicals are in each library. Books costing more than ten francs do not circulate. All the libraries contain collections of music for home use and twelve have collections of industrial art material. Anyone over eighteen may use the library if he can prove his residence in the arrondissement. Books may be kept fifteen days and renewed once. There is no central library but only a central supervising commission for the administration of the work. Their rules govern rigidly "the administration of every library, including such matters as the arrangement of books on the shelves, accessions registers, salary schedules, binding, book prices, etc." In each arrondissement is a local commission whose chief function is to select books from lists approved by the central commission. Three persons, always men, usually compose the staff of each library. The librarian's salary ranges from \$120 to \$200 per year. At least once in two years a classified pocket catalog of books for home use in each library is printed and each borrower must buy one at a cost of ten cents. These libraries cost Paris less than \$65,000 per year.

Public libraries in France. A. Pons. Rivista d. Biblio. 20: 1-6. Ja. '09.

Public libraries in France. M. Pellisson. Boekzaal. 4: 73-6. F. '10.

Libraries—Continued.**Germany.**

Berlin royal library. F. Weitenkamp. Lib. J. 34: 552. D. '09.

Development of the central labor library in Harburg a. E. B. Fischer. Bibliothekar. 1: 13-4. My. '09.

Germans are prone to specializing. Various trades and associations establish little libraries that can neither live or die. These libraries should be assembled in a general library with a centralized management.

German libraries. M. Batt. Pub. Lib. 15: 52-3. F. '10.

Library extension for a number of years past has been under private management, the Society for the promotion of popular education, with headquarters at Berlin standing sponsor for it. This society sends upon payment of a small membership fee, to any community that makes application, a collection of books selected by the secretary of the club therein organized. This responsible person is almost always a teacher or a clergyman. The books are chosen from the society's catalog, which includes the best and latest books in all fields of human endeavor. Only books of a religious or political tendency are excluded. During the past year the aforementioned society sent out no less than 1253 traveling libraries containing over 60,000v. Barrack rooms are also supplied. Thus in the year 1907, 45 military posts secured libraries of 20v. each." In the Polish provinces the Polish people as an offset to the attempt to Germanize them, established free Polish libraries. In 1907 no less than 1423 of these libraries containing over 250,000 volumes had been established. The German government, as a self-protective measure in 1902 established a library in Posen, a combination of scientific and popular library. Traveling libraries are sent out from this library.

German public libraries. T. E. Maw. Lib. World. 11: 365-7. Ap. '09.

Free libraries were originally connected with churches and schools. "The first of the modern free libraries was opened in 1828, at Grossenhain. At first known as a School library, the name was changed to 'Town library,' five years later. The library was open only on Sunday afternoons, yet there was an annual issue of 1,000 books for home reading. In 1828 the Saxon Economic association, in a somewhat faint-hearted fashion, established small village libraries with books on agriculture." In 1841 a society whose object was the provision of science lectures and public libraries was formed. "A small charge was made for admission to the lectures and the professors giving their services, the proceeds were devoted to the founding of public libraries in Berlin. In addition to the contribution of the association, the city made a small grant in aid. . . . At first there were no reading rooms, but since the establishment of public reading rooms in 1895 by the Ethical society, twelve municipal reading rooms have been provided. As late as 1896 the hours of opening were only two hours a day, three times a week, yet in spite of this absurd limitation the movement has gone ahead. . . . The modern public library movement, based on the English and American systems, may be said to date from the nineties, and even from the principles advocated by Dr. Nörrenberg and Prof. Reyer in 1899."

Germany's largest library. Lib. J. 34: 111-2. Mr. '09.

Reprinted from the Bookseller. F. '09.

Open library and reading room in Berlin. H. Jahn. Bibliothekar. 1: 27-9. Jl. '09.

Public libraries in Germany. G. Maire. Rivista d. Biblio. 20: 6-11. Ja. '09.

Royal library at Berlin. D. Smit. Boeksaal. 5: 215-7. Jl. '11.

Digest of an article by the librarian, Dr. Harnack in the Preussischer Jahrbücher for April. While government libraries in London, Paris, Vienna, St. Petersburg and Washington, only in very special cases, loan out books, last year in Berlin 1,400 a day were loaned out to 1,000 a day used in the library. The former figure includes 100 sent by post. A dark side is that it occasionally happens that a book is asked for which is not in—a great inconvenience when scholars have made a journey to Berlin to consult it. On the other side, however, are two strong arguments. First, one who goes to a library and takes notes must in his work at home depend on these and does not have the opportunity of consulting the books themselves up to the last moment. Again, the scholar who can borrow books is independent of library hours and can work far into the night. The loan system at the Royal library is one of the reasons that the Germans work so zealously in the field of knowledge. A remedy would be two great central libraries, in one of which no books should be loaned. In the near future the second library can be formed out of the seminar libraries of the University of Berlin. To find room for the steadily increasing mass of books in the Royal library, those little used might be placed outside the city, 10 or 15 miles away, with automobile delivery to the reading room once or twice daily.

Some interiors from public libraries. M. Larsen. Folkbiblioteksbladet. 7: 97-101, 115-23; 8: 75-83. '09-'10.

Hamburg, the Krupp library at Essen, Cologne, Munich, Nürnberg, Jena, Fürth and Dresden were visited.

Great Britain.

See also Libraries—England; Libraries—Ireland; Libraries—Scotland; Libraries—Wales.

Scotch and English libraries. M. Batt. Pub. Lib. 15: 51-2. F. '10.

"So far as library extension in Scotland and England is concerned, a single phrase will describe it: non est. In a country where one cannot travel 200 miles without wetting his feet, and where the population is relatively very dense, there seemed little need for traveling libraries. This at least is the Englishman's point of view. He will explain to you that most people live within easy reach of a town, and if they have any desire to read, they will have access to a town library. If, however, this privilege is denied them, and they cannot afford to buy books, then they had better get along without them. The state has never supplied rural districts with reading material, and why should they do so now? . . . The Leith Walk library in Edinburgh used the indicator "because the Scotchman is proverbially suspicious and cannot be convinced readily that the particular book that he wants is out. But 'seeing is believing,' and hence this blue and red checkerboard effect." Readers wear their hats in the library. A play room and a gymnasium are successfully carried on by this library. "The Islington library, in one of the outlying districts of London, was more up to date than any other that I visited. It was established only two years ago and consequently had some of the features characteristic of our libraries, notably the open shelves. Judging from the number of card holders that were thronging the place on a pleasant June evening, I should think that the corporation would lose no time in opening more branch libraries. On the tables in the reading room one can find all the time-tables for Great Brit-

Libraries—Great Britain—Continued.

ain, and in the lobbies of the building are displayed from 7 a. m. the situations vacant columns of some of the best newspapers, to enable persons in search of employment to get early access to the early advertisements."

Great Britain and colonies.

Empire and the public library; the relations between the libraries of the Empire. P. E. Lewin. Lib. Asst. 6: 280-98. Mr. '09.

A librarian whose experience includes the Woolwich public libraries, England, the public library at Port Elizabeth, Cape Colony, and the South Australian public library has discussed the libraries of the Empire, and the relations that should exist between them. A plea is made for the stimulation of interest in the British empire by libraries. Enthusiasm and patriotism should be encouraged by libraries. Librarians should themselves have more information about every part of the Empire. The library association examinations might encourage library assistants to specialize on this subject by including it. Colonial bibliography and colonial literature should not be ignored in these examinations. There should be a closer union between the libraries of the mother country and the colonies. Few English libraries "attempt to specialize on the colonies or even to make a collection at all adequate to the importance of the subject; although if we only look at the matter from the social point of view we shall find that they form not only an experiment-ground for new sociological theories but already offer many sociological and political lessons to the Mother Country. . . . Many librarians make a point of getting the publications of the emigration office and such colonial publications as are supplied free by the different governments. . . . I would respectfully urge librarians to keep a sharp look-out for publications issued on and in the colonies, publications which frequently give information and suggest ideas not to be found elsewhere. . . . I would suggest that English librarians should make use of their colonial confrères and should press them into the service. In each colony there will be found at least one librarian who will be willing to become what I may term a 'corresponding member' of any large British library that requests his services, and keeps its librarian posted in the latest movements in his particular corner of the Empire. I feel sure that not only would he be glad to point out useful local publications and colonial blue-books or parliamentary reports that throw any light upon colonial affairs, but that he would in some cases be ready to act as an unofficial adviser to anyone in search of information with whom he was put into communication. . . . In the matter of colonial bibliography how useful would be the relations thus established. . . . I should like to see a special colonial collection in every large public library, placed in view and reach of the public—books dealing with the history, resources, laws, institutions, and social problems of our colonies." The British museum library lacks many of these official publications, and has not even catalogued most of those it actually has. They are available at the library of the Royal colonial institute and the London school of economics. Up-to-date maps of the empire are lacking in English libraries. The blue books of the colonies may be had by every library in England, though colonial libraries may not receive the imperial blue books without paying for them. No list of official publications covering the whole empire is published. Colonial librarians might cooperate with the British library association to publish monthly lists of official publications in the Library association record. Some of the colonies "had libraries for the use of the general public long before the movement became so successful in Great Britain." The earliest evidence of the movement in the colonies was the public library at Cape Colony. In 1818

Arago describes this library as being "composed of about sixty volumes bound in old parchment, a very beautiful edition of the Holy Bible, two sculls of savages, and eight or ten weapons of the Hottentots." The funds of this library were "derived from a charge upon every cask of wine passing through the Cape Town market." The nucleus of the present collection of books was commenced in 1761, when a bequest of 4,565 books was made by Joachim Nicolaas von Dessin. From 1838 to 1848 and thereafter libraries were established at various South African towns. Anthony Trollope said, "a colonial town is ashamed of itself if it has not its gardens, its hospital, its public library, and its two or three churches, even in its early days." These libraries are not entirely free, being supported partly by crown and municipal grants and partly by subscriptions from borrowers. Only subscribers may take books home, but anyone may read them in the library. There are about 110 public libraries in Cape Colony, 30 in Natal, 13 in the Orange River Colony, 18 subsidized public libraries in the Transvaal, and a similar system in Rhodesia. They are housed in worthy buildings. Crown lands have been alienated by liberal minded Cape governors that the proceeds might be spent in the erection of libraries. Three of the finest libraries in Greater Britain are in Australia. From these government libraries at Melbourne, Sydney, Adelaide and Perth systems of traveling libraries radiate. The government subsidizes 324 libraries in Victoria, and they contain upwards of half a million volumes. In New South Wales municipalities establishing libraries are granted £200 from the government for the purchase of books if the population be over 1000 and £100 if it exceed 300. There are 375 such libraries, containing about 500,000 volumes. Queensland has been somewhat backward in library development but there are 91 subsidized libraries. In south Australia the public library system centers around the splendid government library at Adelaide. As at Sydney, the library staff carries out the copyright acts and the international exchange of official publications. The library founded at Perth in western Australia in 1887 has 60,000 volumes. There are libraries at Hobart and Launceston in Tasmania. New Zealand has no state library, but there are 304 subsidized libraries in the colony. There are in all the colonies efficient parliamentary and other official libraries that students may use, as well as semi-public university libraries. In Canada a free library act was passed in 1882 and a majority of about 500 libraries operate under it. In the West Indies, Ceylon, India, Hong Kong are British libraries. The libraries of the colonies compare favorably with those of England. "The hours of work are shorter, the holidays more frequent, the conditions less irksome, and the pay is, I believe, on the whole much better. In South Africa and in Australia men very largely hold the field; in Canada, on the contrary, the woman assistant is in evidence. Libraries in the colonies are largely free from those tiresome restrictions that offend so many readers in England, and open access is almost invariably the rule. The quality of the work done is, I believe, quite equal to that achieved in England—at any rate, so far as the larger libraries are concerned—and this is the more remarkable because in the colonies there is no leisured and student class who have nothing to do but read, and the open-air life must be a strong competition with the study and the school."

Hawaiian islands.

Libraries in Hawaii. H. Hillebrand. Lib. J. 30: C140-1. S. '05.

Hungary.

Public libraries in Hungary. D. Smit. Boekzaal. 5: 266-9. O. '11.

Libraries—Continued.

Ireland.

Ireland and public libraries. T. W. Lyster. Lib. Assn. Rec. 8: 303-8. Jl. '06.

"In 1855 was passed the first really significant library act for Ireland by which town councils in Ireland might levy a penny in the pound for library purposes. Passing over everything of lesser importance, we notice that an act of 1894 improved the working of this act (though still only town councils had any powers.) In 1902 we come to an immensely important act, by which the power of levying the library rate was extended to the rural district councils created by the local government act of 1898. The first Irish city to adopt the act of 1855 was Cork. It did so in 1936. But Cork did not at that time open a public library. It applied the proceeds of a halfpenny in the pound to the maintenance of its admirable school of art, while in 1877 the corporation levied the other halfpenny and applied it to provide funds in aid of the school of music. In the year 1892, however, steps were taken to establish a public library in Cork, and this most valuable institution opened in 1893, under the able librarian, Mr. Wilkinson, who is still in the public service of Cork. The corporation were enabled to open the library by levying a rate under the technical instruction act of 1899, which, being applied to the maintenance of the school of music and art, left a halfpenny library rate free for the public library. The halfpenny rate allotted to the library was increased to three-farthings in 1895. In 1905—ten years later—came a great event—the opening of the Carnegie library. Dundalk adopted the act in 1866, and applied the rate in the maintenance of a little library and reading-room, which was opened in 1858. Thus Dundalk was the first town in Ireland which actually levied and applied to library purposes the library rate. In 1884 two municipal libraries were opened in Dublin; Belfast opened its library in 1888; Limerick in 1893, the same year as Cork; Waterford in 1896, and other towns and townships have followed. The penny rate produces very small sums in our little Irish towns, and this partly answers the inquiry why the public library movement, now quickening has, until lately, been slow in Ireland."

Italy.

Biblioteca nel mezzogiorno. O. Viola. Rivista d. Biblio. 21: 19-22. Ja. '10.

Fees for the use of library books? G. Biagi. Rivista d. Biblio. 19: 119-24. Jl. '08.

It has been proposed that a small admittance fee be exacted by the national libraries to provide needed funds. But these libraries were intended by their benevolent founders to render a public not a private service. One who frequents a library may, without the help of a teacher, become a Pico della Mirandola or a Thomas Alva Edison.

Italian public library association. E. Fabietti. Boekzaal. 3: 309-14. O. '09.

This was formed at the library congress held at Rome in December, 1908. There now is published the *Bollettino delle biblioteche popolari*, a sixteen page semi-monthly which is widely circulated for arousing popular interest; discounts of from 20 to 80 per cent have been secured from publishers; many books have been bound according to model and at contract price. It is planned to assemble several complete libraries which can be sold for a moderate sum, and put immediately into operation.

Laurentian library and its librarian. M. McIlvaine. Putnam's. 2: 3-19. Ap. '07.

Japan.

Imperial library in Tokio. W. E. Griffis. il. Critic. 47: 128-33. Ag. '05.

Public library in Japan. T. Sano. Pub. Lib. 14: 214-5. Je. '09.

The number of public libraries in Japan has increased from 100 in 1904 to 213 at the beginning of 1909. In 1899 prefectures, counties, cities, towns or villages were authorized to establish and maintain public libraries. In 1900 the department of education distributed a handbook on library economy, and the minister of education instructed the governors of the several prefectures to encourage the establishment of libraries. In 1908 the education department held a summer school in Tokyo, lectures being given on library economy and library buildings. The library at Yamaguchi is a typical public library of moderate size. There is a general reading room, a ladies' room, a periodical room and a children's corner. The general reading room contains 5,000 volumes on open shelves. No volumes of any importance are missing from these shelves since the open shelf plan was adopted two years ago. The plan is to be extended to the stack room for advanced readers. Bulletins of additions are issued. Every person above 20 years of age living within the prefecture and paying prefectural taxes may become a borrower. While the library has no control over other libraries in the prefecture, it sends out traveling libraries to them and to schools and county offices, and the librarian makes helpful visits of inspection. The traveling library system is patterned directly after that of New York state.

Netherlands.

Free library and reading room at Rotterdam. G. van Rijn. Boekzaal. 3: 250-4. Ag. '09.

Library of the second chamber of the states general. J. A. Jungman. Boekzaal. 3: 2-5. Ja. '09.

Netherlands library for the blind. J. H. Ekerling. Boekzaal. 4: 169-72. Ap. '10.

Plan for the new open reading rooms at Utrecht. E. van Beresteyn. Boekzaal. 3: 245-9. Ag. '09.

Prison libraries of our country. J. J. Schollman. Boekzaal. 4: 359-68, 395-406. S.-O. '10.

Public libraries in Holland. H. E. Greue. Bogsamlingsbladet. 6: 59-63. Je. '11.

Public library at Hilversum. J. E. K. il. Boekzaal. 5: 19-24. Ja. '11.

Public reference library at Amsterdam sixty years ago. A. J. van Huffell. Boekzaal. 3: 334-6. N. '09.

This library was open from 9 a. m. to 10 p. m. for such small entrance fee as the visitor was willing to pay.

Public support and public libraries. W. L. P. A. Molengraaff, G. van Rijn, J. T. de Visser. Boekzaal. 4: 97-110. Mr. '10.

The subject for discussion at the 1910 meeting of the Netherlands library association. The first speaker thought there should be co-operation of local government and of private enterprise in the support of public libraries; the second favored support by local communities with state aid as a last resort; the third argued for state aid conditioned on an amount to be raised by private effort.

Regimental libraries in our garrisons. D. H. Schilling. Boekzaal. 3: 169-72. Je. '09.

Libraries—Netherlands—Continued.

Special libraries. J. W. Enochedé. Boekzaal. 5: 212-5. JI. '11.

Advocates libraries in special subjects, as Old Norse literature, where without the delay and blank filling of public libraries, a large number of books might be consulted freely.

Ten years of the free library and reading room at Dordrecht. B. van Rijswijk. Boekzaal. 3: 238-44. Ag. '09.

Uniform book-keeping in Dutch public libraries. H. E. Greve. Boekzaal. 3: 371-6. D. '09.

Covers general statistics as well as finances and gives model blanks.

New Zealand.

Wellington public library. H. Baillie. A. L. A. Bul. 2: 144-6. S. '08.

Norway.

Competing libraries. A. Arnesen. For Folke-og Barneboksamlinger. 4: 129-33. D. '10.

These are school, public and society libraries; in small and out of the way parishes one may expect to find them all. In proportion to its population it is likely that Norway has the largest number of public and semi-public libraries in the world.

Deichman library. A. Arnesen. For Folke-og Barneboksamlinger. 1: 52-6. '07.

An account of the reorganization of this ancient Christiania library.

Elverum public library. O. Schulstad. For Folke-og Barneboksamlinger. 2: 5-9. F. '08.

The American charging system is used and found to be extraordinarily swift and at the same time accurate. Fiction is loaned for 21 days, non-fiction for 30. The open shelves are proving to be a great success, since they are gradually accustoming the public to more systematic reading. To this end contributes also the requirement that borrowers must purchase catalogs and supplements. Late accessions are found in a card catalog which is little used. (Translation.)

How shall we secure greater use of our libraries? M. Larsen. For Folke-og Barneboksamlinger. 5: 96-103. D. '11.

Advocates the county plan of California.

In the library. For Folke-og-Barneboksamlinger. 3: 127-31. D. '09.

Finished portrayal of an old librarian giving out books—"in the old times, altho not so very long ago, after all."

Modern library movement. M. Larsen. For Folke-og Barneboksamlinger. 3: 1-4. Mr. '09.

Norwegian public libraries. A. Arnesen. Folkbiblioteksbladet. 8: 123-7. '11.

Norwegian public libraries. K. Fischer. For Folke-og Barneboksamlinger. 1: 7-10, 30-6. '07.

At the close of 1906 there were 737 state-assisted public libraries in Norway. These are most diverse in character, from the wholly antiquated, unused and unusable library thru all the gradations up to the one wholly modern and effective. A need is library consolidation. There is, for example, a town of 2,000 with at

least seven libraries: two working men's unions and three temperance societies, each with its library, a reading club and a school library. Probably there would be found there also a young men's union and a youth's society, each with its library. (Translation.)

Our nearest task, library inspection. A. Kildahl. For Folke-og Barneboksamlinger. 4: 138-43. D. '10.

Work of the Indiana commission briefly described. A plea for at least one organizer in Norway.

Public libraries in Norway. H. Nyhuus. Rivista d. Biblio. 19: 168-73. S. '08.

Public libraries in Norway. H. Olrik. Lib. Assn. Rec. 11: 131. Mr. '09.

"Public libraries in Norway have made great strides of recent years. In 1901 a commission was appointed to examine means for extending their usefulness. As a result the work became centralized under an inspector of public libraries. He divides among them the state subvention (at present £1,680 annually), proportioned to the municipal grants and sums subscribed from other sources. A catalog of books recommended is published, arranged on the Dewey system. Formerly only novels were bought, but the state grant can now only be spent on books named in the catalog, largely consisting of history, geography, economics, hygiene, etc. Books thus bought are uniformly bound at a central establishment at a price of 5½ d. per vol. Thanks to this centralization the want of trained librarians is less felt than it would otherwise be, for there is as yet no professional course. There are about 800 public libraries in Norway with fixed abode, though none have buildings to themselves, while there are also travelling libraries, consisting of boxes of from 30 to 100 vols. Some sixty boxes are circulated among the workmen on the state roads, while others go to the fishermen on the coasts of Nordland and some to municipalities which have no libraries of their own. The sole condition is that there should be a request from ten adult residents and a payment of 2s. a month; the collection may be kept from four to six months. There are about 3,000 children's libraries in the elementary schools, the state subvention for this purpose being £1,120. Since 1907 the popular and children's libraries have issued a quarterly bulletin."

Public libraries in Norway. M. Meyboom. il. Boekzaal. 4: 279-82. JI.-Ag. '10.

Chiefly historical, unusually well illustrated with cuts from Elverum, Kristiana, Kristiansand and Trondhjem.

Public library the people's university. H. Nyhuus. For Folke-og Barneboksamlinger. 4: 85-9. S. '10.

Since 1903 150 libraries have been established and most of the old libraries adopted modern methods.

Trondhjem public library. R. Thiis. For Folke-og Barneboksamlinger. 2: 70-6. S. '08.

On the reader's card is put the date when the book will be due. In the reading-room to avoid competition local papers are not displayed. But they are received and will be clipped for items of local history. In the children's department the open shelf system is used, in so far that the borrowers select their own books. The cases, however, have latticed fronts through which the titles can be read, but the book not removed. The book desired is pushed in and taken out from the inside by attendants who note the number and hand out the book from a window. There is no doubt that more of our larger libraries in their entire management gradually will adopt the American system, with trained librarians who see in their work a profession. (Translation.)

Libraries—Continued.**Nova Scotia.**

Public school libraries of Nova Scotia. W. M. Hepburn. *Pub. Lib.* 15: 229-33, 279-83. Je.-Jl. '10.

Philippine islands.

American circulating library of Manila. S. McKee. *A. L. A. Bul.* 2: 254-7. S. '08.

American library in Manila. S. McKee. *Pub. Lib.* 10: 472-3. N. '05.

Library work in Manila. J. A. Robertson. *Lib. J.* 35: 306-7. Ag. '10.

Library work, its opportunities and development in the Philippines. S. McKee. *Lib. J.* 33: 438-40. N. '08.

"With a main library established in its own building, and under the guidance of the enthusiastic director of education, the broadening of library influence would be unlimited. Branch and traveling libraries would be established and the library would flourish with its sister, the school. A library training class for Filipinos is one of the plans for the near future, and is an experiment that will be watched with interest. There is no reason why the native girls—or boys either—should not make able assistants in libraries. By the time they have finished the high school, they have acquired a fair idea of the English language, and tho their knowledge of English literature is still elemental, yet they learn quickly, and working among the books where the eye as well as the ear is trained in titles and author's names, they would be stimulated to further study, for their thirst for knowledge is great, and in time would become most successful assistants, especially in dealing with the native element. I have had considerable experience and observation along this line, and feel convinced this is so. Boys who have come into the library with the most elementary education and unable to speak more than a few words of English, have astonished me by their knowledge of the books after a few months' work. Of course this work is under my personal supervision, and tho I have never taken more than ordinary pains in their instruction, yet they do all the mechanical work on the books, while the boy who writes catalog cards on the typewriter has displayed so much sense and judgment that I have been frequently amazed at his work. The boys also help in accessioning, write book labels, and type-write lists of books, which they do quite as intelligently as many employees in the large American jobbing houses, where they seem to use what ingenuity they possess in disguising by bad spelling the names of books and authors on the invoices they send out. These boys learn typewriting as a matter of pride—one scarcely knows where or how—it just seems to come to them. They are quiet, respectful, courteous—qualifications too often lacking in the modern library helpers, and too valuable to be underrated. In fact, taking him all in all, I think the Filipino will eventually be a figure in the library development of his native country, as he will be in the development of its commercial and manufacturing interests."

Portugal.

Spanish book in Portugal. *Bibliografia Española.* 11, pt. 2: 46-7. Je. 16, '11.

The Spanish book printed in Spain does not circulate in Portugal in a quantity commensurate with the facility with which every Portuguese learns Spanish—his own language, with the difference of certain forms—and with the fact that a numerous colony of Spaniards resides in ancient Spanish provinces of Lusitania and Algarve. There are traveling vendors of publications without literary merit, but

in the libraries of Lisbon, Oporto, and Coimbra it is difficult to find a Spanish book. The library association of Spain has done what it could in its limited sphere to bring the countries together intellectually. In the larger libraries of either country should be found the more important books and periodicals of the other; by means of these there would slowly be formed a public sentiment which would influence favorably relations of every kind between Portugal and Spain.

Russia.

Libraries in rural Russia. *R. of Rs.* 31: 347. Mr. '05; Same cond. *Lib. J.* 30: 928-9. D. '05.

There are 5000 free libraries in provincial Russia, one on an average for every 1,374 square miles. The appropriations for them are exceedingly small. Many have no reading rooms. Some libraries have but fifty books each. The bureaucracy exercises a strict censorship over the reading matter, and the best books of classical and contemporary writers, also much periodical literature is excluded.

Scotland.

Glasgow libraries: symposium. *Lib. Assn. Rec.* 9: 549-67. O. '07.

Glasgow library system. *Lib. World.* 10: 131-3. O. '07.

Leighton library at Dunblane and its founder. W: McGill. *Lib. World.* 14: 1-7. Jl. '11.

Notable libraries; Dundee. *il. Lib. World.* 12: 305-11. F. '10.

Summary of the history of the Sandeman public library, Perth. J. B. Bouick. *Lib. Assn. Rec.* 13: 322-9. S. '11.

South America.

Impression of the conditions of Spanish-American libraries. R. Schwill. *Lib. J.* 32: 72-4. F. '07.

One common criticism can be made about all South American libraries, the irritating lifelessness in their administrations.

Libraries in the colony of Surinam. F. O. Dentz. *Boekzaal.* 5: 49-51. F. '11.

Spain.

Spanish book in Portugal. *Bibliografia Española.* 11, pt. 2: 46-7. Je. 16, '11.

Notes on this article are given under the heading Libraries—Portugal.

Sweden.

Library exhibition at the tenth school-meeting of the northern provinces. M. Widegren. *Folkbiblioteksbladet.* 8: 118-21. '10.

Library management in the United States. M. Widegren. *Folkbiblioteksbladet.* 7: 1-9. '09.

Review of Palmgren's *Libraries in the United States*, closing with a prophecy of free public libraries for Sweden.

Public libraries in Sweden. A. Hirsch. *For Folke-og Barneboksamlinger.* 2: 107-12. D. '08.

From the beginning of the last century there had been some public (parish) libraries in

Libraries—Sweden—Continued.

Sweden; but from 1842, as an aid to the school system established in that year, they rapidly increased, in the sixties numbering 1450. In the seventies and eighties there were backward steps,—partly, it may be, because of the spread of newspapers, but chiefly through the lack of regular grants. From 1890, however, there has been a steady increase. This may be connected with the democratic movement, which naturally was obliged to work for popular education, as well as for the ballot and social reforms. The two student societies at Upsala have been especially active in the movement for public libraries. In 1896 one of these opened an office at Upsala which supplies books at a reduction, issues booklists, puts out traveling libraries and supports library activities generally. The other society soon opened an office at Stockholm. Since 1905 these various libraries—parish, workingmen's, city, temperance, and other libraries—have received a regular, though very small grant from the state; conditioned on inspection by the district school inspector. In view of the insignificant financial advantage the large libraries do not care to be troubled with this inspection. In 1903 was begun the first library journal in Scandinavia, now to be obtained only with the *Social Tidskrift*. Stockholm's largest library—the Workingmen's, 20,000 volumes—is owned by an alliance comprising 150 societies and 32,000 members. The Dickson public library at Gothenburg [60,000 volumes in 1906] can be compared in building and appointments with English libraries. The Dickson library was endowed by a private citizen; there are as well two public libraries established by the city. Here also, maintained by the municipal tax on brandy (the "Gothenburg system"), are six reading-rooms for workingmen. These are a combination of recreation-café and reading-room and are extremely well patronized. Country libraries (the old parish libraries) are most numerous in Skaane and in the vicinity of Mälaren and Dalelven. In Norrland there has been of late a deep interest in popular education and several modern libraries are to be found above the arctic circle. (Translation.)

Some items on the public libraries of Sweden. E. Meyer. *Blätt. Volksbib.* 8: 109-13. Jl. '07.

"Swedish libraries stand high and enjoy great popularity; but, as yet, lack centralization." The technique of the library management is about the same as in other countries. Most libraries have printed catalogs. Classification and book numbers are indicated by letters and numerals. The Browne charging system is not uncommon.

United States.

See also College libraries; Commission plan of government and libraries; County extension; Legislation—United States; Library commissions; Library of congress; State aid to libraries; State libraries; Statistics; Township extension.

Alabama's libraries and library buildings. T: M. Owen. *Montgomery Advertiser*. D. 25, '10.

The development of libraries in Alabama has kept pace with the state's advance in other lines in the last 10 years. The Alabama library association organized in 1904 has been one of the most potent factors in this development. It has been a stimulating influence and has given impetus and vitality by bringing library workers together. Library extension work was begun in 1907. Since then traveling libraries have been maintained, books for the blind have been sent out, libraries have been organized and a summer library school held. Sixteen grants for public library buildings have been made by Mr. Carnegie in amounts ranging from \$10,000 to \$50,000.

American and European libraries. Lib. World. 11: 371-4. Ap. '09.

American libraries—a method of study and interpretation. S. C. Fairchild. Lib. J. 33: 43-7. F. '08.

Outline of a plan for getting up a series of lectures on American library conditions.

American library and the museum. Printing Art. 15: 189-94. My. '10.

American library history; preprint of Manual of library economy, ch. I. C: K. Bolton. 13p. bibliog. pa. 10c. '11. A. L. A.

American library ideal. Delin. 75: 111. F. '10.

American public library. A. E. Bostwick. 393p. *\$1.50. '10. Appleton, N. Y.

"This book is intended for the general reader, especially for him who is unfamiliar with the general development of the public library in this country; for the librarian, who will see in it little that is new, but possibly a grouping of facts and a mode of treatment that may be suggestive, or at least interesting; for the young library assistant, to whom it may be of help in assimilating the unfamiliar facts and methods that are daily thrust upon her; and for the student in library school or training class, who will find in it not an exhaustive treatise on library economy, but rather a bird's-eye view of the subject." It contains a history of the library movement and many chapters on the details of library methods.

American public library, by A. E. Bostwick. Review. Nation. 91: 78. Jl. 28, '10.

American tomfoolery. Lib. World. 11: 301-3. F.; Same. Lib. J. 34: 107-8. Mr. '09.

Some anonymous Englishman satirizes American libraries. The use of pumpkins, tissue paper cats, etc. In the children's rooms excites the contempt of the critic who pronounces them silly, undignified and expensive.

*Americanische bibliotheken und ihre bestrebungen. A. B. Meyer. Q. 80p. '06. R. Friedlander und sohn, Berlin.

"The best summary of American library progress and purpose yet written."

Another American apologist. Lib. World 11: 405-8. My. '09.

Beginnings of public libraries supported by taxation. M. C. Dyer. Pub. Lib. 10: 458-60. N. '05.

Book matters at home and abroad. E. C. Richardson. Lib. J. 34: 200-5. My. '09.

A reply to English criticisms of American libraries.

Books as social servants; how the Cleveland public library is using its volumes to brighten the daily lives of men, women, and children. C. L. Hunt. *La Follette's Weekly Mag.* 1: 8-9. Jl. 24, '09.

Boston Athenæum centenary. Lib. J. 32: 496-8. N. '07.

British criticism. J. C. Bay. Pub. Lib. 14: 95-6. Mr. '09.

Brooklyn public library; neighborhood and exhibit reports. L. M. Solis-Cohen. Lib. J. 35: 62-4. F. '10; Same. Pub. Lib. 15: 116-9. Mr. '10.

Libraries—United States—Continued.

- California, Library conditions in northern and central. L. W. Ripley. Lib. J. 30: 789-90. O. '05.
- Carnegie institute and library of Pittsburgh. E. Moorhead. il. Outlook. 90: 179-92. S. 26, '08.
- Chart and statistics showing growth in public libraries in the United States and increase in their facilities. H. Putnam. il. World's Work. 10: 6373-7. Jl. '05.
- Chicago public library. Survey. 22: 583-4. Jl. 24, '09.
- Notes on this article are given under the heading Civil service for libraries.
- College libraries in the mid-nineteenth century. W. N. C. Carlton. Lib. J. 32: 479-86. N. '07.
- Cost and work of American libraries. N. W. L. A. Lib. World. 12: 323-4. F. '10.
- Cost of New York city libraries. R. B. McIntyre. Lib. J. 32: 438-9. O. '07.
- Dedication of the New York public library. Lib. J. 36: 293-6. Je. '11.
- Destruction of San Francisco and other California libraries. Lib. J. 31: 213-5. My. '06.
- Development of public libraries within the bounds of the old New Haven colony. H. M. Whitney. Conn. Pub. Lib. Doc. No. 8: 3-15. '04.
- Early American libraries. Pub. Lib. 15: 114-5. Mr. '10.
- Educational opportunities in Chicago; a summary prepared by the council for library and museum extension. S. 80p. '11. Council for library and museum extension, Chicago.
- A description of the educational institutions of Chicago, including libraries and museums.
- Effects of earthquake and fire on San Francisco libraries. Lib. J. 31: C204-6. Ag. '06.
- Efficiency of the new New York library. M. J. Moses. il. Independent. 70: 1099-105. My. 25, '11.
- English and American libraries. A. Keogh. Pub. Lib. 14: 131-2. Ap. '09.
- European and American libraries. Lib. World. 11: 245-50. Ja. '09.
- Facilities for study and research in the offices of the United States government at Washington. A. T. Hadley. (U. S. Bur. of educ. Bul., 1909, no. 1.) O. 73p. pa. '09. U. S. Bureau of educ.
- "Existing facilities for study and research divide themselves into three groups: Facilities open to the general public; to-wit, libraries and museums; training schools for class instruction in preparation for specific departments of the government service; laboratory facilities and personal instruction available to individual investigators in the various government offices, whether these investigators be actually in the employ of the government or not." These facilities are offered by the Library of congress, the libraries of the various departments and bureaus and the museums. Definite information as to the rules of each department and bureau regarding the use of the libraries, laboratories, etc., by others than government officials are given.
- First books imported by America's first great library, 1732. A. J. Edmunds. Penn. Magazine. 30: 300-8. Jl. '06.
- First library in Indiana. H. Ellis. Pub. Lib. 10: 509-12. D. '05.
- Founding of the South side library, Milwaukee, Wisconsin. G. C. Nuesse. 24p. '09.
- Free library of Philadelphia. Pub. Lib. 16: 377. N. '11.
- Free public libraries in Texas. B. Wyche. Texas Libraries. 1: 6-12. N. '09.
- From America. P. Lobben. Folk-og Barneboksamlinger. 3: 91-3. O. '09.
- Here in New England there is scarcely a town or village which does not have its public library. And that is perhaps the reason why New England is ranked first in the world both as to general education and as to industrial ability.
- Greensboro, N. C., public library: Carnegie building. B. D. Caldwell. Lib. J. 31: 718-9. O. '06.
- Growth of the libraries in the South. L. R. Wilson. World's Work. 14: 8985-6. Je. '07.
- "Possibly the most notable step taken has been the establishment of the rural school library." In North Carolina there are now 14,000 rural school libraries containing a total of 126,000 volumes. Virginia has inaugurated a system of traveling libraries. Texas has twenty Carnegie libraries. College libraries have undergone a revolution in spirit. Traveling libraries have met with immediate success.
- Handbook of Texas libraries. 2: 1-38. '08. Texas library association.
- Hand-book of the libraries of the state of Georgia, 1907. Atlanta, Ga. Carnegie lib. O. 44p. pls. map. pa. 10c. '07. Carnegie library, Atlanta, Ga.
- Historical sketches of libraries in Maryland. Maryland state library commission. Report, 1909: 29-124.
- Histories of libraries in North Dakota. il. 49-70. Biennial report of the North Dakota Pub. Lib. Com., 1908.
- History of the New York society library; with an introductory chapter on libraries in colonial New York, 1698-1776. comp. by A. B. Keep. O. xvi, 607p. \$7.50. (D.) '08. For sale by Scribner.
- How can co-ordination best serve the library interests of the state. J. Brigham. A. L. A. Bul. 4: 725-8. S. '10.
- Notes on this article are given under the heading State libraries.
- How the great public in America is supplied with good reading. A. Kildal. For Folke-og Barneboksamlinger. 1: 78-9. '07.
- How to extend and develop new libraries in Washington. J. M. Hitt. Wash. Lib. Assn. Bul. 2: 3-6. O. '06.

Libraries—United States—Continued.

- Illinois libraries. K. L. Sharp. (Univ. of Ill. Univ. studies. v. 2, nos. 1 to 7.) Q. ea. pa. \$1. '06-'08. Univ. of Ill.
- Indiana's first library at Vincennes. H. Ellis. Biennial rept., Public library commission, Indiana. 1906-8. p. 48-53.
- John Crerar library. C. J. Barr. Educ. Bi-Monthly. 4: 301-8. Ap. '10.
- Libraries. C. S. Greene. Lib. J. 30: C138-9. S. '05.
- Libraries and the library movement in Kentucky. W. F. Yust. A. L. A. Bul. 1: 82-3. Jl. '07.
- Libraries in New York state. Nation. 92: 369. Ap. 13. '11.
- Libraries in rural communities in New York State; an abridged report of the committee on libraries in rural communities, appointed by the New York library association. Lib. J. 34: 445-8. O. '09; Same. N. Y. Libraries. 2: 12-6. O. '09.
- About 1,375,000 New York people live in rural villages or the open country. Most of these people are unsupplied with books from any sort of library. The travelling libraries of New York go chiefly to study clubs for study purposes. The general traveling library for the general reading of small communities has not been circulated in New York so successfully as elsewhere. A plan to increase the book facilities for rural districts calls for volunteer workers under the supervision of a committee of the New York library association. The unit of work should be the county librarians, or any people whom they can interest. These people are asked to volunteer to work in their own counties thru the villages, hamlets, schools, granges, etc. Travelling library centers should be established. Village and town libraries should be encouraged to extend their privileges to non-residents, and villages able to maintain public libraries should be encouraged to establish them. Teachers' and farmers' institutes, county conventions of Sunday schools, Grange meetings, women's clubs are mediums thru which to work. The books supplied for general reading should be popular—such books as may be enjoyed by more than the occasional reader. There should be a large proportion of fiction and juvenile books.
- Libraries in the United States army and navy. F. B. Heckman. Lib. J. 32: 68-9. F. '07.
- Every army post or garrison has a library, often miscellaneous in quality, supplemented by unbound periodicals. The books are usually purchased from post funds. The Fort Leavenworth military school has one of the finest strictly military libraries in the world. The 18,000 volumes are all strictly reference books. The West Point library contains 45,000 volumes which are classified according to the Dewey system "in a way that is the envy and despair of librarians." The sub-classification is carried to three decimal places, consequently each book is placed absolutely where it ought to be. The library of the surgeon-general at Washington shows a masterly bit of cataloging and is the finest medical library in the world. The Naval academy at Annapolis contains the most complete collection of naval literature in this country. Each warship carries its own library.
- Libraries of South Carolina. M. Martin. A. L. A. Bul. 1: 72-3. Jl. '07.
- Library and rural communities. H. W. Foght. (in his American rural school. p. 254).
- Library and the community. F. P. Hill. Lib. J. 36: 62-4. F. '11.
- Part of an address delivered at the dedication of the new building of the New Bedford free public library, Dec. 1, 1910.
- Library conditions in Florida. G. B. Utley. A. L. A. Bul. 1: 73-5. Jl. '07.
- Library conditions in Oklahoma. Daily Oklahoman. p. 8. My. 30, '09; Same Excerpts. Lib. J. 34: 434-7. O. '09.
- Although Oklahoma is but twenty years old, twenty-seven libraries flourish within her borders, nine of them being college and university libraries.
- Library development in Tennessee. M. H. Johnson. A. L. A. Bul. 1: 79-82. Jl. '07.
- Library development in the past twenty years; symposium. Pub. Lib. 16: 203-7. My. '11.
- Library extension. J. H. Canfield. Columbia Univ. Quar. 9: 29-34. D. '06.
- "A review is given of the libraries of Greater New York with a statement as to special collections or unusual strength in given subjects." —Lib. J.
- Library extension in Chicago. Pub. Lib. 15: 21-2. Ja. '10.
- Library interests of Chicago. Dial. 48: 75-7. F. 1, '10.
- Library management in the United States. M. Widegren. Folkbiblioteks-bladet. 7: 1-9. '09.
- Review of Palmgren's Libraries in the United States, closing with a prophecy of free public libraries for Sweden.
- Library movement in Ohio. C. B. Galbreath. il. 8p. '09. Ohio State Library.
- Library movement in Oklahoma. E. A. Phelps. A. L. A. Bul. 1: 78-9. Jl. '07.
- Library movement in the South since 1899. A. Wallace. Lib. J. 32: 253-8. Je.; Same. A. L. A. Bul. 1: 62-7. Jl. '07. •
- Library progress in Alabama. T. M. Owen. A. L. A. Bul. 1: 75-6. Jl. '07.
- Library progress in North Carolina since 1899. A. S. Ross. A. L. A. Bul. 1: 71-2. Jl. '07.
- Library progress in Rhode Island. H. L. Koopman. Lib. J. 31: C10-7. Ag. '06.
- Library resources of New York city and their increase. W. D. Johnston. Columbia Univ. Q. 13: 163-72. Mr. '11; Same. Lib. J. 36: 243-6. My. '11.
- Library situation in California. J. Lichtenstein. Pub. Lib. 10: 280-2. Je. '05.
- Library situation in Los Angeles. Lib. J. 30: 800-3. O. '05.
- Library situation in Texas. P. L. Windzor. A. L. A. Bul. 1: 77-8. Jl. '07.
- Library work in the Brooklyn Ghetto. L. M. Solis-Cohen. Lib. J. 33: 485-8. D. '08.
- An interesting description is given of the work of the Brownsville branch of the Brooklyn public library. This library is situated in a community where 98% of the population are Russian Jews.

Libraries—United States—Continued.

Library work in the United States and Canada. Lib. Assn. Rec. 12: 555-61. N. '10.

Los Angeles public library; history. News Notes of Cal. Lib. 2: 113-22. Ap. '07.

Louisiana. W: Beer. A. L. A. Bul. 1: 76-7. Jl. '07.

Making of Pennsylvania libraries. H. U. Price. A. L. A. Bul. 4: 715-21. S. '10.

Modern achievements. E. C. Richardson. Dial. 38: 73-6. F. 1, '05.

An account of the aims and achievements of American libraries as suggested by the St. Louis conference.

Modern library movement. H. L. Dickey. Educ. Bi-Monthly. 4: 321-3. Ap. '10.

Modern library movement. J. A. Rathbone. Pub. Lib. 13: 197-201. Je. '08.

1876 is commonly taken as the starting point of the modern library movement. The first permanent organization of librarians was founded then, the first library periodical dates from that year, and in 1876 the government published its first complete report on libraries. There were then 2000 libraries of over 1000 volumes; in 1903 there were 7000. Up to 1890 gifts and bequests to libraries had amounted to over \$22,000,000. From 1890 to 1905 the sums reported were over \$64,000,000. The annual circulation in 1876 was 8,800,000. In 1903 it was 69,000,000. The first ten years after the organization of the A. L. A. was devoted to "perfecting the machinery of library administration." In 1887 the first library school was established. There are now ten schools with courses of from one to two years each. In 1891 Massachusetts established a state library commission. The traveling library movement began in New York in 1892. In 1894 the question of the reading of children came up at the A. L. A. for the first time. Five libraries opened children's departments the following year. A training school for children's librarians was started in Pittsburgh in 1900. Book selection has attracted much attention for fifteen years.

National library problem to-day. E. C. Richardson. Lib. J. 30: C3-9. S. '05.

New library building, Johnson, Vermont. Vermont Lib. Com. Bul. 5. no. 3: 4-5. D. '09.

New library of the Indiana state normal school. A. Cunningham. Lib. Occurrent. 2: 117-9. Mr. '10.

New York and its three libraries. R: Garnett. North American. 193: 850-60. Je. '11.

A history of the Astor, Lenox and Tilden libraries and a suggestion as to the scope of development for the library formed by the union of these three foundations.

New York public library. M. J. Moses. il. Review of Reviews. 43: 701-8. Je. '11.

A sketch of the history and equipment of the New York public library.

New York public library. Spectator. Outlook. 98: 384-6. Je. 24, '11.

The impressions of the Spectator on his first visit to the new New York public library building.

New York public library report for 1910. Nation. 92: 262-3. Mr. 16, '11.

New York's public library. J: S. Billings. il. Cent. 81: 839-52. Ap. '11; Same. Lib. J. 36: 233-42. My. '11.

Newberry library. W. N. C. Carlton. Educ. Bi-Monthly. 4: 296-300. Ap. '10.

North Carolina libraries—their improvement. L: R. Wilson. N. C. Lib. Bul. 1: 80-3. Je. '11.

Northwest, Library conditions in. C: W. Smith. Lib. J. 30: C9-14. S.; Same. Wash. Lib. Assn. Bul. 1: 1-6. O. '05.

Northwest, Library conditions in. (Reprint ser., no. 2.) C: W. Smith. 5c. '06. A. L. A.

Ohio libraries, 1908. Ohio State Lib. Bul. 5: 1-16. Jl. '09.

Statistics of public, college, subscription, township, school, district and other libraries in Ohio.

Oklahoma and territorial libraries. Lib. J. 30: C246-8. S. '05.

Oklahoma libraries. Mrs. J. C. Parker. Sturm. 6: 71-5. Jl. '08.

Opening of the Hudson Park branch, New York. M. D. Pretlow. Char. 15: 886-9. Mr. 17, '06.

Opening of the new building of the New York public library. N. Y. Libraries. 2: 262-4. Jl. '11.

Oregon, Library conditions in. W: L. Brewster. Lib. J. 30: 785-6. O. '05.

Passing of the Astor and Lenox libraries. C: A. Nelson. Pub. Lib. 16: 296-300. Jl. '11.

An historical sketch of the two great libraries now combined as the New York public library.

Personal impressions of American libraries. A. H: Plummer. Lib. Assn. Rec. 11: 118-29. Mr. '09.

The chairman of the Manchester public libraries committee visited American libraries and has recorded his impressions. The governing bodies of American libraries are distinct from other municipal authorities. The librarian is the "competent, self-reliant" head of the library. He selects the books and has executive control of his well organized staff. Loyalty and harmony pervade his staff, and love as much as lucre attracts people to the work. The stack system of book storage has been universally adopted. Mechanical devices for rapid delivery of books are being installed, but are expensive and get out of order easily. Cataloging is minute, efficient and costly. The American ideal of relations with the public is that of "more freedom and less officialism." Open access is all but universal. Children's libraries abound. Travelling libraries are extensively circulated. Inter-library loans are generally made. The trend of opinion is towards limiting the number of newspapers offered the public. Libraries frequently do their own binding, and some of them have large printing establishments. The circulating branch libraries demand so much of library resources that reference departments are likely to suffer. Private collections are often kept intact when bequeathed to libraries.

Philadelphia commercial museum library. J: J. Macfarlane. Lib. J. 30: 412-3. Jl. '05.

Libraries—United States—Continued.

Philadelphia's free libraries. map. il.
Philadelphia. 4: 4-15. Ap. '11.

The first subscription library in Philadelphia was founded in 1731. Others followed; so, from its earliest youth, the city has been supplied, as well as times and circumstances allowed, with reading matter. The first municipal free library, established in 1892 was designed to supplement the existing subscription and private libraries. A branch library system has been developed until there are now twenty branch library buildings, and provision has now been made for the erection of a suitable central library building. The work of the branch libraries is divided into two classes: the provision of literature and reading rooms for local use, and the carrying on of social center activities. The latter branch of the work includes series of lectures provided by the library officials, entertainments, story hours, etc.; space is also provided for neighborhood meetings. Other important features of the library work are a growing department of music, work with the blind, the establishment of traveling libraries in fire stations, police stations, etc.

Place of the public library in the community. H. E. Haines. Dial. 50: 463-5. Je. 16, '11; Same. Lib. J. 36: 426-8. Ag. '11.

Report and summary of the proceedings of the Pasadena convention.

Progress of the reorganization of the Chicago public library. Christian Science Monitor. N. 7, '10.

Proprietary library in relation to the public library movement. W. I. Fletcher. Lib. J. 31: C268-72. Ag. '06.

Public libraries in America as seen by Swedish eyes. V. Palmgren. Lib. J. 33: 53-5. F. '08.

Public libraries of the United States and what we may learn from them. E. Schultze. Blätt. Volksbib. 8: 181-94. N. '07.

The writer visited American libraries, and was so impressed with their progressive attitude that he advised all German libraries to inform themselves on American library methods.

Public libraries; their history in Wisconsin. [p. 11-23. In Books for the people, by H: E. Legler.] D. 22p. pa. gratis. H: E. Legler, Milwaukee, Wis.

In 1893 there were a mere handful of starveling libraries in Wisconsin. "But one library in the state employed trained service" and only three or four were properly housed. Now "scattered all over the state, in cities and villages and hamlets, are to be found modern, up-to-date public libraries in charge of alert, trained, interested librarians." Of the 152 public libraries sixty-one occupy their own buildings. "There are now in the hundreds of local district school libraries approximately 900,000 volumes. Many of these are in sets of ten to thirty of each book used, and are not used outside the school buildings. Under the state law, there is annually expended for township libraries, 10 cents for each child between the ages of 4 and 20, about \$60,000 per annum being raised by taxation in this manner. None of this money goes to public libraries. For the latter, the sum raised by taxation is determined by each community for itself. The total receipts for current maintenance of public libraries is now about \$200,000."

Public library in American life. H. Münsterberg. Lib. J. 30: 925-7. D. '05.

Public library systems of greater New York. J: S. Billings. Lib. J. 36: 489-92. O. '11.

Queens borough public library: a sketch of its development. J. F. Hume. Lib. J. 34: 209-14. My. '09.

The Queensborough public library is a consolidation of a number of established libraries into a system of branches.

Questioned criticism. M. R. H. Lib. J. 34: 108-10. Mr. '09.

Report of the commission on the Chicago public library. Pub. Lib. 14: 325-6. O. '09; Same. Lib. J. 34: 482-7. N. '09.

A committee appointed to study the Chicago public library made its report to the library board. While the library has steadily maintained its reputation as a "collection of books relating to every department of knowledge and literature," it exemplifies the spirit of "inactive guardianship" rather than that of "aggressive helpfulness" which modern library progress has established as the right attitude for the public library. "The board of directors as a legislative body should be made up of men of the first rank, who have demonstrated their capacity for affairs. They should recognize it as their duty to determine their policies and leave entirely to the librarian details of administration. The librarian should be the executive head of the library. On him rests the responsibility of the administration. He should take the initiative in matters of policy and practice, should make nominations for appointments to the staff, recommend promotions or increases in salary; in short, he should assume all duties which devolve upon an executive officer. . . . No less important is the selection and maintenance of a classified staff. The methods of appointment, discipline and promotion should permit the introduction of the best classified persons wherever found. Unless civil service rules are administered with intelligent appreciation of the needs of the library they may seriously hamper its efficiency." The principles of library development and practice elaborated in this report are applicable to all public libraries to a greater or less degree, and the report, which will be issued in pamphlet form should enable trustees and librarians everywhere to obtain a clearer view of their duties and the functions of public libraries.

Report of the commission on the future organization, maintenance and regulation of the Bancroft library. Univ. of Cal. Chron. 9: 48-51. Ja. '07.

Report on damage to California libraries by earthquake and fire. Lib. J. 31: 273. Je. '06.

Report on public libraries in 1876. M. E. Mitchell. Pub. Lib. 11: 246-7. My. '06.

School libraries in New York state. L. O. Wiswell. N. Y. Libraries. 2: 192-6. Ja. '11.

Notes on this article are given under heading School libraries.

Some government libraries. E. G. Swem. Pub. Lib. 12: 146-7. Ap. '07.

An abstract of papers on the libraries of the various government departments of the United States.

Some impressions of American libraries. L. S. Jast. Lib. Assn. Rec. 7: 51-67. F.; Same cond. Lib. J. 30: 147-9. Mr. '05.

Some libraries in the farthest northwest. G: F. Bowerman. Pub. Lib. 12: 120-2. Ap. '07.

Libraries—United States—Continued.

Statistical survey of Wisconsin, 1907-1908. Wis. Lib. Bul. 4: 97-102. N. '08.

Statistics of public, society, and school libraries. (U. S. Bur. of Educ. Bul., 1909, no. 5.) O. 215p. pa. '09. U. S. Bureau of educ.

Stockbridge library; address by R. R. Bowker, president of the association, at the annual meeting, September 30, 1905. O. 11p. pa. Stockbridge library ass'n, Stockbridge, Mass.

Thomas Bray and the parochial libraries of Maryland. G. Smith. Lib. Assn. Rec. 12: 242-60. My. '10.

Twenty-five years' retrospect and a twenty-five years' forecast of library activity; symposium. Lib. J. 35: 243-53. Je. '10.

Two tendencies of American library work. A. E. Bostwick. Lib. J. 36: 275-8. Je. '11.

A paper read before the New Zealand library association. The two marked tendencies which the writer points out are: the tendency to emphasize the educational character of library work, and the tendency toward systematization in accordance with business traditions. The library has always been recognized as an educational institution but the change in our ideas of what constitutes education has resulted in a broader conception of the function of the library. There is a demand, for instance, on the part of those engaged in industry for a wider knowledge of their own and related lines of work. "This is the explanation of the sudden importance assumed by the library in our industries, of the collections of books on their special subjects established and administered by manufacturing establishments, insurance companies, engineering societies, electric light or telephone companies." Similarly the care which is now given to the training of young children results, on the part of the library, in greater attention to the children's department.

The most recent development in the business world is the importance attached to efficiency. Not only outlay of money but outlay of time and energy, as well, are now reckoned into the cost of a business enterprise. The new method has been adopted into library administration. At the same time library methods have been adopted by business concerns and this interchange of ideas has resulted in the establishment of the library on a firmer business basis.

Virginia libraries. J: P. Kennedy. A. L. A. Bul. 1: 68-71. Jl. '07.

Washington, Library conditions in. C: W. Smith. Lib. J. 30: 787-8. O. '05.

Word more about American libraries. W. C. B. Sayers. Lib. Asst. 7: 51-4. D. '09.

Work of some states for library advancement. A. E. Bostwick. Lib. J. 33: 213-8. Je. '08.

Mr. Bostwick in October, 1907, visited seven state library associations. One of the features of the joint state meeting of Iowa and Nebraska was a session for teachers. The Kansas association, tho without funds, decided to support a library organizer and a busy librarian agreed to devote his spare time to the work. Illinois lacks unity. It has no commission and many phases of library work are carried on thru private initiative. Efficient library instruction is given both in Illinois and Indiana. The women's clubs of Ohio take great interest in library

work and were well represented at the meeting of the state association.

Working of the Boston public library. J. H. Benton. Rockwell and Churchill press, Boston. '09.

Wales.

National library of Wales. Lib. J. 34: 308. Jl. '09.

The National library of Wales was granted a royal charter in 1907. The valuable collections of Sir John Williams form the basis of this library. Many rare books and manuscripts relating to Wales and the Celtic languages are among these. The library will be housed at Aberystwyth.

National library of Wales. il. Lib. World. 14: 79-82. S. '11.

National library of Wales, Aberystwyth. Lib. Assn. Rec. 13: 276-84. Ag. '11.

National library of Wales. J: Ballinger. Library, 3d ser. 1: 113-43, 277-88. Ap.-Jl. '10.

Welsh assistants' outlook. C: Sexton. Lib. Asst. 6: 114-6. My. '08.

"The library movement in Wales is still in its infancy. It is true that the chief city and several of the larger towns have excellent library systems; but in the thickly-populated valleys of South Wales, and also in the rural districts, little provision has been made for effective library service, and it is perhaps these districts that need the public libraries the most. . . . The building of Carnegie libraries in the valleys has made us familiar with the bookless library. Through lack of professional advice these buildings have apparently been erected on the principle that bricks are more important than books, as the supply of the latter is miserably inadequate, consisting as a rule of miscellaneous collections of cheaply-purchased and donated volumes and a few local directories."

West Indies.

Tropical library in Port of Spain, Trinidad. M. Hart. Pub. Lib. 14: 379. D. '09.

The library is supported by government and town money and subscriptions. "The stock of about 20,000 books consists of a good reference library, a well-assorted fiction department, fine old histories and biographies, standard works of science and literature, and many valuable editions, both French and English. All the best English and American papers and magazines are received by every opportunity and in this way the residents are kept in close touch with the outside world. In cataloging and classification, English methods have been adopted, also the card system of registration, all being very similar to those used in the United States. Shelf arrangement of no special kind is followed, but in the fiction department the books are placed in the alphabetical order of authors. The other departments are arranged according to subject, but, as in all small libraries, the books are arranged to suit the building and those most in demand placed accessibly. The library is well patronized by all classes, the working classes showing great taste for reading and study, and the average reader displays an intelligence and knowledge which would astonish the well-read of Europe and America."

Libraries, How to use. See Books, Use of.

Libraries, Medical. See Medical libraries.

Libraries, Organization of. See Organization of libraries.

Libraries, Pedagogical. See **Pedagogical libraries.**

Libraries, Private. See **Private libraries.**

Libraries, Proprietary. See **Proprietary libraries.**

Libraries, Small. See **Small libraries.**

Libraries, Subscription. See **Subscription libraries.**

Libraries, Traveling. See **Traveling libraries.**

Libraries, Use of by the public.

See also **Advertising the library; Books, Use of; Libraries and schools; Libraries as social centers; Library extension; Reference department; Reference work; Technical literature; University extension and libraries; Workingmen and the library.**

Author's opinion of the library. M. R. McCullough. Wis. Lib. Bul. 4: 45-7. Je. '08.

"If I want more than four books at a time, I am considered anarchistic and revolutionary, and am reminded that I cannot possibly read more than one at a time. When I retire to my little corner, chastened and humiliated, endeavoring to pursue an obscure biographical trail with four books, any one of which I may or may not want again an hour later, the adjacent minds in the vicinity begin to work on mine with fatal effect. . . . Women who are writing club papers may get along very well with a pencil and a block of paper. I can't. When I write, I've got to have a Smith-Premier, and a quiet room, three pounds of paper and two or more waste baskets. . . . If librarians would make people who want to work welcome to the use of the library, and not hamper us in by a lot of silly little restrictions, it would increase largely in point of public service. . . . I've never seen a librarian yet who cared about anything but the rules of the library. . . . So, like Clara Laughlin and a lot of other writers whom I know, I've given up the use of the library. I amuse myself with it when I have time, by bringing home a book or two and leaving cards at the desk to be changed back and forth. If I could have the books at home or if I could have a private corner down there by a light window, with a rented typewriter in it, and such books as I want, and as many of 'em, I could do more masterpieces than I can at present, but what's the use?"

Borrower and his book. F. L. Rathbone. N. Y. Libraries. 1: 228-32. Jl. '09.

Notes on this article are given under the heading **Reading.**

Business man and the public libraries. C. Kerr. Pub. Lib. 16: 96-9. Mr. '11.

If there is a lack of cordiality between the business men of the community and the library it is because neither understands the other. "Every man's business has its literary side. That side, if studied in the way it should be, becomes a recreation and not a drudgery. . . . Inquiry at almost any library would put the means of supplying himself with all this information at his immediate command, and once acquired, make his profession much more attractive. There is no profession, no business, in which men are engaged that this is not equally true. Until the business man seeks that knowledge of his business that books can supply, and that aid which books can give, the library will not be to him what it can be and what it will be. Between those in charge of the library and the men of business there must be an interchange of information on the subject of supply and demand. When the business man makes his wants known, the library will supply every

demand." The librarian is at a loss to know what books to purchase until the business man makes his wants known. Yet in every community there is some line of business that is peculiar to that particular place. The library should make a specialty of information on this subject and should then make the possession of such material by the library known to the community.

Business men and public libraries. J. Mason. Pub. Lib. 12: 390-1. D. '07.

California state library is yours and you should use it. This will tell you how. Tt. 21p. pa. '09. Cal. state library.

Notes on this article are given under the heading **State libraries.**

Catholics and the public library. E. L. Haley. Cath. World. 90: 375-81. D. '09.

The authorities of the Cleveland public library have made a special effort to render the library useful to Catholics. Catholic assistants have been employed to direct the work. Catholic colleges, schools, clubs and reading circles are visited, and their needs are ascertained. A list of Catholic books was prepared and published with the aid of the Knights of Columbus. New literature was bought to round out the collection. The library staff were instructed concerning Catholic literature.

Common sense in library matters. L. N. Wilson. Pub. Lib. 14: 168-73. My. '09.

A series of questions sent to 2,000 patrons of libraries asking for suggestions and criticisms on existing rules and regulations of libraries, and related topics brought over 1,500 replies. Many criticised the undue expenditure of money on ornate buildings when simpler buildings with more books would have served better. Faults in lighting and ventilation were found in many places. A rule that prevented the turning on of lights before a scheduled time on dark days was mentioned by a student. Access to shelves was asked for by most of the replies. Attempts to force readers to abandon fiction for more serious reading were objected to. Reserve privileges for duplicated books were said to hamper patrons.

Directing the taste of casual readers. I. Rosenberg. Pub. Lib. 13: 294-9. O. '08.

Notes on this article are given under the heading **Access to shelves.**

Encouragements in library work. W. I. Bullock. Pub. Lib. 11: 500-2. N. '06.

The librarian's profession offers many ideals and for the fulfillment of them Miss Bullock notes five distinct encouragements. The first of course, is the rapidly growing demand for libraries and additional books. The work affords an opportunity for that high form of philanthropy which is preventive rather than positive, always anticipating evil by substituting the antidote beforehand. The third form of encouragement is the possibility of supplementing the interrupted education of many children, the library thus becoming "an integral part of our system of public and free education." Another point deserving of comment is the work of a library in civic education and the making of good citizens especially of the foreigners. The fifth encouragement lies in the realization by the library of the true spirit of democracy for in it all social, doctrinal and intellectual divisions disappear and all classes meet on common ground.

How to increase the use of the library. O. E. Bibliothekar. 1: 9. My. '09.

Members of a socialistic society may be induced to read the books in their own library by having printed catalogs distributed, and listening to library talks. Lectures should also be given to children. The children's literature is very good reading for adults.

Libraries, Use of by the public—Cont.

How to use a library. H. Putnam. Springfield Lib. Bul. 26: 368-70. O. '06.

Individualizing duty of the library. G. E. Vincent. Pub. Lib. 13: 391-7. D. '08.

"The problem which confronts our society is to foster individuality, to differentiate, as Mr. Spencer was so fond of saying, as well as to integrate our common life. In this vast task the library has a share and a responsibility. It has already begun to recognize this and to adapt itself to the demand. One of the assertions of our critics is that American communities are depressingly like each other, that our towns and cities are made upon a single pattern, and that far from beautiful." And yet each town "has its local history; in each place there are materials which might be collected for the social museum which ought to be a part of every library. Much of this material perhaps should be sent to some central or state museum, but for the time being at least the library might well be the agency for discovering and assembling newspapers, maps, records, prints, utensils, furniture and other records and souvenirs of the past which have been so painstakingly sought and installed in European museums like those of Nuremberg and Zurich. There are many old settlers whose reminiscences might be put in typewritten form and bound for the historical collection of the local library. Such collections and museums would be of special value in connection with school work, and would help to deepen in the children of each community that sense of connection with the past which should play so large a part in true intelligence and in rational loyalty. Then, too, the library may render service in throwing light upon the industrial specialization of a town or city. . . . It should be the aim of the library not only to differentiate its community from others, but it should recognize the groups of its own public." This can be done, and is already being done, by providing technical books for the industrial population and books in foreign languages for those who cannot read English; by the establishment of children's rooms; and by the assistance given to women's clubs and other literary organizations. "But after all, the most important differentiation is that of individuals. . . . It is worth the while of the library to study, so far as this is possible, the individual needs of those who frequent it, and wherever anyone of special ability or aptitude appears, to do all that the resources of personal sympathy and of the library permit, to give scope and opportunity to this struggling personality." The librarian should "by friendly counsel and persistent aid help individuals to realize their own peculiar possibilities, to be themselves, to lead richer, more interesting lives, and to put their powers at the service of their fellows."

Larger place of the public library in the education system of Ontario. W. A. Bradley. Ontario Lib. Assn. Proceedings, 1909: 5-8.

An investigation of the activities of correspondence schools in Ontario reveals that in six cities during five years no less than \$262,000 have been paid out by artisans to correspondence schools in the United States. The province should provide the needed education for this class of citizens, and there is no reason why the work should not be done in connection with the public library. The present fee of \$50 could probably be cut in two, and all the money kept at home. "The candidate could take his examination in connection with the public library, paying the expenses incidental thereto, and those of the central examining board, which may be located in the city of Toronto." Eventually the department of education in Toronto would issue the diplomas.

Libraries for men. Ind. 58: 1374-5. Je. 15; Same. Lib. J. 30: 408-9. Jl. '05; Same. Ia. Lib. Quar. 5: 62-3. O. '05.

"When the farmer drops in to see what is the red bug that is eating his box elder trees and

what to do for it, or, rather, against it; when the editor telephones over for a map of Port Arthur for the afternoon edition; when the orator for Pioneer day finds there anecdotes of the early history of the town; when the boy who wants to study electrical engineering in his odd hours does not have to send \$25 to a correspondence school for books the library ought to supply; when the village inventor can learn how many times before his non-refillable bottle has been patented; when the grocer's clerk comes over to see what brands of baking powder contain alum; when the mechanic can find out what horse power he can get from the wind mill above his shop; when the political junta adjourns from the drug store to the library to see how much McKinley ran ahead of his ticket in 1896 in the fifth congressional district; when the young married couple look over the colored plates of a volume on house furnishings; when the labor leader comes in to look up English laws on the financial responsibility of trades unions; when the mayor sends in for all the books on the municipal ownership of electric light plants; when the clerk of the district court discovers in the files of the local paper an advertisement of a dissolution of partnership ten years ago—then we can be sure that Andrew Carnegie has not wasted his money."

Libraries from the student's point of view. Lib. Asst. 6: 246-7. Ja. '09.

Libraries that reach all the people. I. Van Kleeck. World's Work. 15: 10105-8. Ap. '08.

Notes on this article are given under the heading Workingmen and the library.

Library and the business man; for the 29th annual meeting of the American library association at Asheville, N. C., May, 1907; rev. and completed July, 1907. G. W. Lee. O. 64p. facsim. pa. (Jl.) '07. Stone & Webster, 84 State st., Boston.

Notes on this article are given under the heading Workingmen and the library.

Library and the community. I. Van Kleeck. Char. 21: 391-7. D. 5, '08.

Notes on this article are given under the heading Library extension.

Library and the newspaper. A. N. Brown. Wash. Lib. Assn. Bul. 3: 1-3. Ja. '07.

Notes on this article are given under the heading Reference work.

Library as a civic force and factor; symposium. Wis. Lib. Bul. 5: 91-3. N. '09.

Library as an investment. H. C. Wellman. Pub. Lib. 16: 277-80. Jl. '11.

Notes on this article are given under the heading Workingmen and the library.

Library for the business man. A. E. Bostwick. My Business Friend. 2: 83-7. Ja. '06.

Every man who pursues an occupation that requires special knowledge can find something in books to stimulate his activity. "It is the business of the people who have charge of the books in our public libraries to direct and aid those who are looking for such stimulation." The reference library is "a workshop filled with books to be used as tools and as material," to which any man seeking information can have access. "Here he may learn how to buy a dog, how to wire a house for electric light, how to judge textile fabrics, how to write an advertising notice or letter a sign, and a thousand other things of equally miscellaneous nature."

Libraries, Use of by the public—Cont.

Library in relation to special classes of readers: supply and use of technological books. H. W. Craver. *Lib. J.* 31: C72-5. Ag. '06.

The assistant in the technical department should "enlarge his acquaintance with his possible patrons in all possible ways." He should welcome consultation by telephone and by mail.

Library in the community. E. C. Richardson. *Lib. J.* 31: 107-11. Mr. '06.

"The library in the community exists... primarily to provide popular literature." But it must also provide for the scholars and professional men in its vicinity for they often contribute in large measure to the enlargement of ideas in the community, by their contact in daily life with those about them. Whoever "can be induced to revise and enlarge his conception of anything, whether of farming or tool making, morals or beauty, politics or science, becomes thereby inevitably a rectifier and enlarger in his circle and in the widening waves from this circle. . . . If a book used by John Smith only will benefit the community more than another used by fifty other persons this book is more suitable for purchase by the public library than the much used book. . . . The library in the community. . . is. . . an instrument for life long education of all the members of the community, an instrument for the development of a larger body of ideas, of more complete likemindedness, and thereby greater power of united action."

Library restrictions. B. A. Konkle. *Nation.* 91: 32-3. Jl. 14, '10.

Library's part in making Americans. M. P. Daggett. *Delin.* 77: 17-8. Ja. '11.

Making a library useful. J. C. Dana. *Vermont Lib. Com. Bul.* 1: 18-22. F. '06.

Get acquainted with the library by visiting it. Learn how to use the catalog. Find out what the needs of the library are. Use it yourself and encourage others to use it. Hold club meetings in the library if possible. Make collections illustrative of the history of the town for the library. Help to make it a center of interest as well as a disseminator of pleasure.

Many-sided interest; how the library promotes it. J. C. Dana. *School J.* 73: 563-5. D. 22, '06.

Libraries are for scholars, they should contribute directly to the happiness of the people, they should serve as incentives and stimulants. The library has an infinite capacity. It has a wide range of powers, a variety of profferings, and a wider range of constituents than either school or college. It should so make itself known that it would be commonplace to everyone. Post and telephones are its aids in this matter. Branches set up here and there enable a larger public to make use of its advantages.

Methods of getting non-fiction read. J. M. Drake. *Wis. Lib. Bul.* 5: 1-5. Ja. '09.

Notes on this article are given under the heading Non-fiction.

Methods of popularising standard books other than novels. G. H. Elliott. *Lib. Assn. Rec.* 7: 155-60. Ap. '05.

The library does not exist mainly for the issuing of novels as some people think, tho the reading of fiction helps to form the literary taste of the people. Librarians should make use of all reasonable means to make the contents of their libraries better known to their constituents. "Too often the ordinary reader is in a maze with the general catalog of the li-

brary, but it is then that the librarian or the efficient assistant can be the reader's guide, philosopher and friend. The public soon know when they are under the guidance of a capable assistant, and can fully appreciate the living guide before all mechanical aids. Bibliographical guides can do much to popularise our standard books, but works like Sonnenschein's *Best books*—invaluable as these are to the specialist or librarian—are only a bewilderment to the general reader." A helpful book for the ordinary reader is *Knowledge is power*, by Philip Gibbs. A collection of books similar to this should be kept for reference in the general library and there should be one or two additional copies for circulation. The following works are good as the nucleus of such a collection. "Baldwin, J. *The Book-lover*: a guide to the best reading; Blackie, J. S. *Self-culture*; Brooke, S. *Primer of English literature*; Carlyle, T. *Choice of books*; Chambers's *Youth's companion and counsellor*; Dawson, W. J. *Table talks with young men*; Gibbs, P. *Knowledge is power*: a guide to personal culture; Lubbock's *Pleasures of life*; Ruskin, J. *Sesame and lilies*; Shorter, C. *Victorian literature*; Smiles, S. *Character*; Smiles, S. *Self-help*. . . . In libraries where open access is not the rule, one or two small cases of selected books, placed on the lending library counter in view of the public greatly assist in making known the contents of the library, and in aiding borrowers in their choice. Choosing a book from a number of others is always better than merely selecting one from the catalog, however excellent it may be." The extra borrowers ticket helps to popularize non-fiction, and open access to the shelves is most commendable. Librarians should urge publishers to issue cheap editions of non-fiction. "Publishers do not realize the need of the great reading public for the best modern books, other than novels, so clearly as public librarians do."

Newspaper and the library. J. G. Pyle. *Minn. Pub. Lib. Com. Notes.* 2: 52-5. N. '07.

Newspapers often make use of pictures and portraits obtained from the library, and in the preparation of certain portions of reading matter the library is utilized to a far larger extent than is commonly supposed. It is "the right hand of the special writer. Newspapers clippings are invaluable to journalists."

Non-literary uses of the Hartford public library. C. M. Hewins and E. B. Owen. *Hartford Mo.* 1: 80-1. Ag. '06.

Libraries should provide for technical workers and business men as well as for other classes of readers. Portraits and pictures should be provided for public use.

Popularizing a library in a small town. A. L. Trimble. *Lib. Occurrent.* 2: 192-3. Mr. '11.

Notes on this article are given under the heading Advertising the library.

Popularizing the library. M. S. Saxe. *Lib. J.* 35: 363-6. Ag. '10.

Notes on this article are given under the heading Non-fiction.

Professional man's use of the public library. F. G. Ingersoll. *Minn. Pub. Lib. Com. Notes.* 2: 50-2. N. '07.

Give the business man all possible privileges, and a place where he can study quietly. "Place within his easy reach all the books he will likely consult on the particular subject under consideration."

Psychological moment. M. W. Freeman. *Lib. J.* 36: 55-62. F. '11.

Rules should not be so stringent that they cannot be broken when occasion requires. When the busy business man, who has not

Libraries, Use of by the public—Continued. patronized the library before, comes in for a book that he wants, and wants right away, the wisest policy would be to let him have it even though you must set aside the rule requiring that an application card be made out today and a borrower's card tomorrow, or the day after. The business man who needs authoritative information to place before a board of directors or a consulting engineer cannot wait till day after tomorrow. Make out a special slip and let him have his book. It may be a reference book that does not circulate, and again it may be wise to break a rule. The process of identification in use in the Newark library is a simple one. The applicant is given his card at once if his name and address are in the directory. If not a post card is sent the next day saying that his library card is ready and that he may have it by presenting the postal at the library. In presenting the postal he gives proof that the address is correct. "As to the guarantor question, I will not go into that here, further than to say that if a borrower really wishes to steal a book, he will do it any way, and though you may succeed in making good the loss through the guarantor, the latter will take care never to get caught that way again, and you will have lost more to the library by disgruntling the guarantor than by standing the loss of the book." The telephone is an effective instrument in making use of the psychological moment. "There is no good reason why renewals by telephone should not be allowed. The inconvenience to the library is slight in comparison with the convenience to the borrower. Pad and pencil should be kept fastened to the wall or table near telephone, and name and number of book, and date due written upon slip and taken to charging case for renewal." The telephone may be used in notifying readers of books received for their benefit. Patrons should be encouraged to suggest books which they would like to have the library purchase. A small sum should be at the disposal of the librarian as an emergency book fund. It is not always possible to buy the books the reader wants, but tell him that if he will pay express charges you will try to get the book on an inter-library loan. Then write to the State library, to the nearest large library which lends to its neighbors, or to the Library of Congress. The Superintendent of documents is another friend in need. "The point of all this is, never to let a visitor or a questioner go away unsatisfied."

The library must do more than supply demands, it must anticipate them. A lecture, the subject of study for a women's club, a new play coming to town will all mean demands on the library. If the play is worth reading duplicate copies should be purchased as freely as are copies of a new novel. In the matter of popular novels, the librarian should remember that they will be read only while they are new and if they are to be purchased at all, they should be purchased promptly. There are books other than fiction which are of value because of their timeliness. "The atmosphere of our day is electric with what, for lack of a better phrase, may be called the New thought, in all lines, scientific, religious, social, political; the belief in, the reaching forth toward change, progress, evolution." This spirit finds its expression in our current literature. "Let us not fear this great restless movement of thought, this challenging, questioning spirit of the time, this growing consciousness of the ego and its powers, this searching for the truth at all costs. Let us rather move forward with it, fearing not to furnish food for thought to the thinker, and gently helping him to think who has not thought before."

Public library as a business proposition.
H. E. Law. Lib. J. 30:405-8. Jl. '05.

Librarians should advertise, they should attract people into the library, they should take the books where the people are in crowds, they should serve the customers with whom they come in touch."

Public library as a factor in industrial progress. F: M. Crunden. Library, n.s. 7: 384-96. O. '06.

The public library helps the community which supports it by doubling in value the education the child receives at school and supplying the means for a lifelong continuance of that education. It helps adults who have lacked opportunities for an early education. It is a storehouse of information to all classes. It furnishes books and periodicals for all classes of industrial workers.

Reaching the people. G: B. Utley. Minn. Pub. Lib. Com. Notes. 3: 115-21. D. '11.

The library ideal has changed. The librarian no longer gloats over the fact that only two books are outside the walls. "We are now thoroly converted to the belief that books were made to read." The librarian no longer dares rest content when he has filled his shelves with a choice collection of books, nor dares say: "If the people don't come to use them, it's not our fault." It is now considered his fault; he must go out and call them in. But this raises a counter question. "How much can we help people, and how easy can we make it for them to secure their books without depriving them of the keen appreciation of possession which comes only after effort and sacrifice to secure them has been expended? How far can we profitably go toward carrying books to the very armchairs of our readers, or how nearly, as Mr. W. W. Bishop expressed it at the conference held here three years ago, ought we, as reference librarians to become private secretaries to our patrons? I believe we should make it as easy as we possibly can for people to get books and information, but the easier we make it the more important it is that we should in some way impress people with the cultural and economic value of these facilities; impress them that the worth and importance of these books in making them better members of society is the sole justification for spending public money for their dissemination." In work with schools it would be well to devote more time to the training of teachers. As a Sunday school worker once said, he did not approve of parents sending their children to Sunday school, adding that he was glad to have them bring the children, so the librarian should rejoice to have the teacher bring her pupils to the library.

The library would be a foe not a friend to true culture if it tended to discourage the private ownership of books. "It may not be as necessary now as formerly for the individual to possess a library but it is just as desirable. I believe the public library encourages and helps the personal purchase of books, because it is inborn in human nature to wish to own what one admires and enjoys." With a good public collection available a business or professional man is no longer obliged to accumulate a complete library of reference books. So the library serves the man of means as well as the poor man. The business man who supports the library by taxes has a right to look upon its collections as his reference library and he should not be deterred from getting full value from it because of unnecessary red tape. The library is glad of the opportunity to help solve commercial problems. "It is unquestionably our duty and privilege to furnish books and facts which help men and women earn their bread, build their houses and factories, and clothe their physical bodies. But let us be even more intent upon helping people earn their mental independence, build strong characters and right destinies and clothe their minds with the master thoughts of the ages. I am not a reactionary. I believe most heartily in bringing to the business man all we can to help his business, books on real estate, advertising, banking, electrical engineering and drop forging, providing for him the business branch, the reference librarian who sits with her ear to the telephone, and the messenger boy whose motorcycle stands at the door. But if we stop after supplying

Libraries, Use of by the public—Continued. these things, and let our community feel that this is the summum bonum for which the institution stands, we have woefully fallen short of the high opportunity which was ours. These things we should do, but we should not leave the other undone."

Reaching the reading public. A. J. McCarthy. Wis. Lib. Bul. 4: 88-9. S. '08.

"The average small library does not do much for the workingman. Knowing that this fact is especially true of our library, we have tried, during the past year, to make a particular effort in this direction. Our first attempt was the placing of large cards with the name of the library, location, hours of opening, etc., in the offices of as many of the small boarding houses, hotels, mills and factories, as we could reach." Notices printed on slips were sent to the superintendents of mills and factories to be inserted in the pay envelopes of the men. "We have made a practice of slipping the notices in the books of children of workingmen, and asking them to give them to their fathers. We also invite parents, through their children, to visit the library. . . . Our next move is to compile an annotated list of books concerning the kind of work each union is interested in, said lists to be read aloud in meeting, also published in the papers."

Reader and the library. L. H. Coburn. Pub. Lib. 15: 219-23. Je. '10; Excerpt. N. Y. Libraries. 2: 231. Ap. '11.

"That the library may in the fullest way serve the reader, larger privileges in the taking out of books need to be given. To take out at a time six or eight or ten books on one subject or for one purpose, means very much more than to take the same number consecutively. Why should not the minister take home an armful of books from which he can illustrate his sermon or address? Why should not the woman who is arranging a program for a club or D. A. R. meeting carry away a number of volumes to cull from? The books are made to be used, and they should go to those who can use them, and not be left to mold on the shelves. This need of allowing more books to be taken, if the standard and older part of the library is to be as useful as it should be, is recognized by many libraries. Some give student or non-fiction cards, and I have heard that in some cases the circulation of the library has been actually lessened by the additional cards, on account of the smaller proportion of fiction asked for. . . . There is one important class of the community which has been largely debarred from the benefits of the library, those who live remote from it in the country. The ordinary rules of one book on a card, to be exchanged in two weeks, are not well adapted to them. The traveling library, that interesting invention of someone who loved both books and people, is doing much for our scattered rural communities. Town libraries need to do more for those who live out of the village, either thru traveling district libraries, or by sending books more liberally into country homes. Why should not the farmer carry home with him six or eight or ten carefully selected books, including a bound magazine volume, the number to be proportional to the size of his family, to be brought back for exchange when he can conveniently come again to town? It might give new life to some young soul in that home, or new vision to some older one. Many city privileges are going into our rural homes of late, making them less isolated and narrow. We must see to it that library privileges reach there too. Cicero, in his beautiful tribute to literary studies, finished by saying, 'They are our companions in the country.' The up-to-date library system must make this good for every country dweller. . . . There are one or two things that the library cannot do, and need not try to do for its readers. It must not, of course, yield to the demand for cheap fiction. It cannot and must not try to supply the demand for the better class of current fiction."

Relation of the library to the outside world; or, The library and publicity. M. W. Freeman. Lib. J. 33: 488-92. D. '08.

The library should be "a center to which all kinds of people will naturally turn whenever they 'want to know.' There is the amateur farmer ambitious to raise poultry after the most approved methods; the investor interested in the new lithographic stone quarries, who wishes to learn the sources and quantity of the present supply; the mother who doesn't know where to send her daughter to college; the young mechanic who would like to read up on socialism; the stenographer who feels the need of a wider knowledge of the English language and literature; the young woman who wants to 'do something,' but doesn't know how nor for what to train herself; the inventor who wants to find out if any one else has already patented his contrivance for a self-filling fountain pen. These are all actual instances of the inquiring mind; a hundred more will occur to us. They are all problems upon which even the small library, if it have an alert and thoughtful librarian, may attempt to give aid." One of the essentials is to make the library, first of all, a place where people like to come. An atmosphere of comfort should be given by proper attention to heating, lighting, and ventilation. The reading rooms should be quiet, and there should be places where people who wish to visit may do so comfortably. Above all, the spirit of the librarian and her assistants should be such as to encourage people to come to the library for help. "A natural outgrowth of the library as a place where people like to go, if we achieve that happy result, will be the library as a social center. . . . The library should become the center of the civic, cultural, and educational activities of the town. We should encourage the chairman, whether of the woman's literary, the men's civic, or the boys' debating club to come to us for help in the preparation of their programs; as well as for material on the subjects chosen. This will give us a wonderful quiet opportunity to direct and systematize some of the organized reading and study and thought of our community. . . . If the library is so fortunate as to have a building of its own, the use of library study rooms by various clubs and organizations should be encouraged as a means of making the library the center of community life." Other ways of bringing people to use the library are popular lectures in the library's own lecture room, exhibits, library clubs for the boys and girls and the story hour.

Remarks on the art of using a library. L. Connolly. Lib. J. 31: 308-11. Jl. '06.

Significance of a public library and reading room in the life of a city. H. E. Greve. Boekzaal. 3: 235-7. Ag. '09.

Many librarians have recruited their most faithful readers from the working-class.

Teacher's use of the public library. M. E. Berry. Ia. Lib. Q. 6: 81-2. Ap. '10.

Use of scientific and technical books. C. H. Brown. A. L. A. Bul. 1: 163-5. Jl. '07.

"A technical library is primarily a library for men. Its books are of value not only to the engineer, the contractor and the mechanic; they are serviceable almost equally to the politician, the journalist, the lawyer and the college student; furthermore the value of a public library is not limited to the services rendered its visitors directly. All readers of books, magazines and newspapers are to some extent indebted to the library for the information given them. . . . One Chicago journalist spends nearly all of her time in the public libraries of the city; other reporters use them continually for reference." City officials and politicians use the library. "To the workingman a technical collection is often a matter of dollars and cents." The lawyer finds the technical

Libraries, Use of by the public—Continued. collection a valuable tool. This has been proved many times in suits involving patents. "A well rounded technical library should include both pure and social sciences."

Value of libraries from educational and civic standpoints. W. P. Heyl. *Munic. J. and Engineer*. 20: 297-301. Ap. 4, '06.

Notes on this article are given under the heading Library extension.

What is the library to the business man? M. O. Nelson. *Minn. Pub. Lib. Com. Notes*. 2: 49-50. N. '07.

Youth and self-culture. J. L. Hirsch. *For Folke-og Barneboksamlinger*. 4: 1-5. Ja. '10.

Libraries and clubs. See **Clubs and libraries.**

Libraries and colleges.

Library and the small college R. O. Graham. *Pub. Lib.* 12: 218-20. Je. '07.

All classes contribute to the support of the public library and on this account it is not justifiable to favor the college in expending an undue amount of funds on books that would be of use to the college constituency alone. Books of wide general interest that would be helpful in classroom reference work may however be legitimately purchased. By doing this the library will best help itself in the special fields covered by the needs of the college.

Student privileges in a public library. J. M. Drake. *Pub. Lib.* 12: 221-4. Je. '07.

The best method of registration for students is to register them as regular readers. "On the application blank is written the home address and the name of mother or father, so as to have some sure way of reaching him if he unexpectedly leaves town." In Jacksonville, Ill., students are not limited in the number of books they may take out. Bound and unbound magazines and reference books may be taken out at closing time to be kept till opening time the next morning."

Libraries and immigrants. See **Foreigners and libraries.**

Libraries and savings banks. See **Savings banks and libraries.**

Libraries and schools.

See also Children's department; Libraries and colleges; Library training; Pedagogical libraries; School libraries.

Actual coöperation between libraries and schools. *Pub. Lib.* 14: 142-6. Ap. '09.

Some of the results of an investigation of the work done by large public libraries, including New York, Cleveland, Pittsburg, Chicago, Buffalo, Dayton, Cincinnati, Kansas City, Indianapolis, Detroit and Louisville. "The school department of the New York library attempts to meet the school requirements by allowing teachers to have as many books as they need 'without limit as to number,' to be retained for six months if desired; by liberal purchase of books for teachers when the supply of the library is not equal to the demand; by having an attendant from each branch library make frequent visits to the schools near each branch; by maintaining in every public school and in many other schools, regular bulletins for the posting of notices from the library, of interest to both teachers and pupils; through acquaintance with school programs, meeting the reference demand from the elementary schools by such collections as will enable a boy or girl to find in the library 'never out' the book need-

ed in school work. This collection is designed for a reference library for children, apart from other school needs, containing books on all manner of interest to boys and girls. The collection numbers about 1000 v., and has this year been placed in nine of the branch libraries. Large placards telling of the books have been printed and posted in every school room of the five upper grades of the elementary schools. The collection is intended to meet the demand of pupils and teachers and not a demand specified by the library. In the branch libraries there are 30,000 books on educational subjects. Current numbers of leading magazines for teachers in various languages are included in the teachers' collection. A library consisting of books, approved by the board of education for school use and teachers' reference, is placed on exhibition. Teachers by arrangement take classes to the branch libraries for instruction in the use of dictionaries, encyclopedias and other books of reference, and in the use of card catalogs, contents and indexes." Slight variations from the New York methods are reported from various other cities. In several cities home library systems are in operation, reading and debating clubs are organized by a supervisor, teacher's and parent's leaflets are published, pedagogical libraries are maintained, pictures, photographs and lantern slides are lent to schools, teacher's meetings are addressed, and instruction in library methods given at city normal schools.

Address on libraries. M. Dewey. (In Annual report state board of Lib. Com., Mich., 1907. p. 102-6.)

"Education is divided into two classes: the elementary school, the high school, and in that group, include the university. There is another group of which the library is the corner stone: the museum of art, history and science, the help given by study clubs, extension teaching, summer schools, correspondence courses and lecture courses. These form another class which reaches the home, the other side of the system of education without which we can accomplish no satisfactory results. Few of our boys and girls reach the college or go thru high school; about four or five years of training and they are thru; their life's education they get thru what they read. The school should work heartily with the library in putting the student in a position to utilize these forces. In the last thirty years it has become recognized that the library is as essential as the school in the education of the child." The school alone cannot educate sufficiently. "Utilize the library; take your children to the library; or, first, begin with the teacher in the normal school; teach the teacher how to use books so he will be skillful in using them; teach him what libraries really mean so he will be competent to serve on committees; and, more important, he will learn how to teach the child to utilize this great force when he goes to the library, to understand various kinds of reference books, the card catalog and the indexes, so they can find the way themselves and learn to utilize the books. We must train the children in the school to appreciate what books mean, to respect them, use them intelligently, to acquire a taste for books that will cause them to reflect and mould their characters."

Chicago public library and co-operation with the schools. H: E. Legler. *Educ. Bi-Monthly*. 4: 309-20. Ap. '10; Same cond. Ia. *Lib. Q.* 6: 94-6. Ap. '10.

Child and the book. G: W. Peckham. *Wis. Lib. Bul.* 2: 90-3. D. '06.

"In the Milwaukee system the library works on the following plan: The library interests the teachers of the third grade and upward in the idea of placing good books in the hands of their pupils. The teachers then give a library card to each child. The library urges the teachers not to sign the guarantee cards themselves but to have this done by the parents. This gains the consent of the parents to the extra

Libraries and schools—Continued.

reading of the child and relieves the teacher of responsibility; at the same time it tends to develop an interest in the child and his doings at his home. After the cards have been issued to the pupils, the teacher either goes to the library to select the books or places the matter in the hands of the person in charge of the work with the request that enough suitable books be sent her to go round her class. . . . After the books are selected they are placed in well-made extension cases which can be purchased in any trunk store. They cost \$2.00 each. They are sent by the library to the teacher at her school, our contract price for cartage being twenty-five cents for a full box, to, or from a school, the empty boxes being returned without charge to the library. Of course a record of the books is made at the library before they are sent out and the following blank for the use of the teacher accompanies the box.

For eight weeks the books are left in the hands of the teacher, so that she really has a little branch library of her own. Some teachers issue the books once a week; others issue them every day at recess time. . . . The library has taken another departure in its attempt to aid the public schools. All large public libraries take a number of illustrated journals, and as they preserve only one complete set of such publications, there is always an immense accumulation of picture papers. In our library the best pictures are cut from these journals and pasted onto sheets of manilla paper of uniform size and arranged in sets of from twenty-five to fifty pictures. These sets are then put into portfolios and loaned to the teachers of the city schools. One set may be made up of animals, another of English cathedrals, another of the World's fair buildings, and so on indefinitely. The teacher having one of these portfolios sets apart fifteen or twenty minutes in a week for allowing the children to handle and enjoy the pictures. A child looks at a picture for a few minutes and then exchanges with some other child. Thus one portfolio may serve three or four grades for a month. Although the pictures might be used as a basis for language work or as an aid in geography lessons, with us their first and most important use is the cultivation of the aesthetic sense and of the power of deriving pleasure from a good picture and, indirectly, from beautiful objects wherever they may be met."

Circular sent to the teachers of the public schools of Oak Park. Pub. Lib. 12: 302-3. O. '07.

Class-room libraries for public schools listed by grades to which is added a list of books suggested for school reference libraries. O. 134p. pa. 31c. '02. Buffalo public library, Buffalo, N. Y.

"The chief purpose of this catalog is to help the teacher to find the book she wants to use in her work or to recommend to her pupils. It has been arranged for grammar school work, with special attention to American history, literature and geography, nature study, holidays, etc. The catalog does not pretend to be complete or exhaustive, but gives under each subject heading some available material, including fiction and poetry."—Preface.

Closer relations between libraries and educational authorities; symposium. Lib. Assn. Rec. 8: 268-76. Je. '06.

The sooner children are led to the library shelves for the solution of their difficulties the better for national education and the future of the country. One of the great difficulties of school libraries is that they separate the children from the free libraries. At the public library the children have more liberty of choice than in the school libraries. On the other hand it is urged that it is better to give the child a more limited choice of only the best books under the direction of a teacher in the school. Librarians have but little opportunity to con-

trol and guide and direct if all the children come to them. Teachers know the character of the individual child better. It is better for the children to have the books sent from the library to the schools.

Co-operation between libraries and schools. H. E. Peet. El. School T. 6: 310-7. F. '06.

Newark, N. J. "sends class-room libraries to the schools, so that every teacher in the city has at her command a library of from twenty to fifty books for the use of the children in her own classroom. It also sends to the schools collections of pictures on nature-study, historical events, foreign countries, architecture and sculpture." In Boston, teachers are invited to hold their classes in the branch libraries. "The common method of co-operating with the schools in this system is to employ trained attendants to study the needs of the schools, to furnish from time to time graded lists of books, to publish frequent school bulletins, to inspire the children to right reading by sending to the schools gifted story-tellers, but best of all by sending to each classroom from twenty to fifty books. These are left in the school rooms varying lengths of time—in Milwaukee eight weeks in many places five months, in some a year. The libraries in almost all of these cases provide for the transportation of the books, furnishing cases which fold and look like trunks, but open into bookshelves."

Co-operation between public libraries and schools. Lib. Assn. Rec. 9: 581-5. O. '07.

A joint committee of librarians and educational authorities report "that the school library should instill the taste for reading under the guidance of the teacher, and that the public library should be used to extend and deepen the children's knowledge of books." They also agree "that special children's rooms containing books for lending and a selection of reference books should be provided in connection with all public libraries."

Co-operation between the school and library. J. T. Gerould. Minn. Pub. Lib. Com. Notes. 2: 70-3. N. '07.

It is useless for both libraries and schools to duplicate the work of classification, cataloging and preparing the book for circulation. There should be no waste in duplication of books, though some duplication is necessary. Both need dictionaries, cyclopedias and the simpler reference books. Schools should avail themselves of the librarian's knowledge of how to use books. Division of labor between the librarian and the teacher results in more effective work than either could do alone. The library should provide the teacher with material for advanced work along the lines in which she is teaching. It should also provide supplementary reading for the children.

Co-operation with the elementary schools. E. A. Baker. Lib. Assn. Rec. 11: 145-7. Ap. '09.

Objection is made to the proposal that borough councils should purchase books to add to the collections provided by the London county councils. "The system of school libraries is entirely financed by the education authority, the library authority simply providing expert advice and the services of the staff in organising the libraries, which are managed by the sub-committee representing both the education and the libraries committee. The circulation of books among the children is supervised by the teachers, who report periodically to the chief librarian. Many instances could be called to mind where the education authority not only defrays all expenses of cooperation between the municipal library and the elementary schools, but contributes sums of money to the general library fund, in acknowledgement of the use made by school

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teachers and secondary students of the public reference library." Admitting the desirability of cooperation between libraries and schools, it is thought wise for librarians to protect their limited funds from possible encroachment of the schools.

Co-operation with the schools. A. M. Jordan. Nat. Educ. Assn. 1910: 1016-22.

Co-operation between librarian and teacher is necessary if the child is to be enabled to make the best use of books. The teacher should become familiar with the resources of the library and the librarian should be informed some days beforehand of the subjects that are coming up for discussion in school that she may have reference material ready as it is called for. The librarian must be careful not to help too much. "The real end of all such work I take to be the teaching how to use books and the library. Hence, tho it is so much quicker to find the book and show the page and indicate the material, it is incumbent upon us to do no such thing. Children are little more inclined than other library users to depend upon a willing helper, and they are far easier to train in principles of self-dependence. A shelf of books may be indicated, titles may be named, a pupil who has come to the library to 'look up' a subject should be given every facility to do so, but he should not have his work done for him." The Boston Public Library gives instruction to the 7th and 8th grades on the use of the library. "Instruction takes the form of a simple teaching exercise with questions by the children's librarian and answers by the pupils. It has been found that a lecture not enlivened with questions does not hold the attention of elementary school children. A class making its first visit is shown the arrangement and classification of books on the shelves and is then taught the significance of the parts of a book, the value of knowing what stands on a title-page—author, publisher, date—incidentally the meaning of the copyright and the features of the book's makeup. The use of tables of contents and different kinds of indexes, and the transition to the catalog, as the index to the library, follows naturally." In the lessons that follow the children are taught to use reference books and are given practice work in their use. The librarian in charge of the work has made a practice of finding out the special interests of the children. Find out what the pupil's special hobby is, and whether electricity or base ball, show him that the library has something for him.

Coöperative work with the schools. New York Public Library Bul. 9: 417-8. O. '05.

"All work with teachers has been assigned to one assistant in each branch, who is expected to familiarize herself with the course of study, to keep in touch with the public schools and to know personally as many teachers and principals as possible. . . . Titles of new books relating to grade work are posted on the proper school bulletins."

Co-ordination of educational effort from the point of view of public libraries. A. Mansbridge. Lib. Asst. 7: 141-6. My. '10.

"The contemplation of the purity and beauty of the domain of books makes men jealous for its sanctity, and I desire to submit that as guardians among modern institutions, public libraries by their position and work have the greatest responsibility. . . . Every effort of a library towards the popularisation of true literature lessens the power of the poisoners—use they picture postcards or printed pages. . . . There is little doubt that the public libraries will minister in the main for many years to the needs of poor scholars and people who work for wages. Ultimately they will not be regarded, as some are, as a kind of charitable

institution, to be stimulated into being by private beneficence, but as much for rich and poor as a road is. . . . A library must undertake no educational work recognized as such by the board of education, unless the education authority, which must not formally disapprove, is either indifferent or unwilling. The specifically educational functions of the public library may be divided as follows. . . . Firstly, the library should undertake work appertaining to the development of public taste in printed documents and the satisfaction of the same. . . . It may be accomplished among other ways by (a) lessons to school children and students both on library premises, in school hours (when the books and apparatus need to be brought under requisition) and on school premises. The provision of school libraries arises out of this and may be met by joint charges. (b) Lectures on literature and literary subjects. Library talks are common, but a library should be free to organize university extension lectures, and under present conditions should be assisted financially by the education authority. . . . Secondly, the library should endeavor to place books under proper control in suitable institutions. The board of trade has established labour exchanges. It should be the duty of the library authority to see how far it can help waiting men to pass time profitably. Thirdly, it should provide (aided where necessary by the education authority) the whole apparatus essential to the studies of the district. To allow this adequately to be carried out there should be a central library, established by the government, containing every book likely to be required for the purpose, from which the libraries of the country could draw when necessary, and in order to reduce the cost there should be a special rate of postage for such books. Fourthly, there should be room provided for classes in the higher study of non-technical subjects and classes promoted where necessary, with the aid, if possible, of the education authority, but always subject to its formal approval."

Correlation of school and public libraries. A. N. Farr. Minn. Pub. Lib. Com. Notes. 3: 52-5. D. '10.

"Teachers, as a class, are earnest, enthusiastic, conscientious, and eager to do all that is expected of them. If the teacher has not met the librarian half way, it is because the teacher fails yet to realize her whole duty and privilege in directing the reading of the child and in stimulating in him the love of good books." The normal schools should help them to know the best children's books and the best methods of using them. In a large town the library gradually wins its way to the schools and the schools do not need large libraries of their own. In a smaller community the library is limited by lack of funds. There the school might own a few reference books and depend on the library for the rest, contributing to the library fund what it would otherwise spend on its own library upbuilding. If this is done "the school must not be unreasonable nor over insistent in its demands, nor must the library be narrow or unsympathetic." In the small town the school must have its own library but this should be thrown open to the public. Rural schools might purchase a very few reference books and apply the rest of their funds to travelling libraries the state library commission working with them.

Difficulty of the high-school library, and a suggestion. E. W. Gaillard. School R. 15: 245-50. Ap. '07.

A good working high school library should contain about 5,000 volumes. These would probably cost from 6,000 to 7,000 dollars. Now "if the school and library authorities will make some arrangement for the public library to meet the wishes of the school, it is evident that much good will be accomplished without the duplication of a great deal of material. As

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such a burden would add materially to the expenses of the public library, it would be only fair for the school authorities to see that the appropriating body of the town take this into consideration when making the annual budget."

Experiment in school-library work. E. W. Gaillard. Lib. J. 30: 201-4. Ap. '05.

The board of education of New York city in 1904 erected in fifty of the public schools "regular bulletin boards for the exclusive use of the public library. . . . On the bulletin boards are affixed announcements of whatever matters the librarian in charge of the nearest branch may consider to be of interest to teachers or pupils. . . . On every bulletin the terms under which teachers and pupils may use the library are set forth in the following words: 'For those teachers who are undertaking special studies, or who are doing other definite literary work, arrangements may be made to secure books necessary for such study. These special books must be renewed monthly, and no books may be retained for a greater period than six months. Books are so loaned with the understanding that they must be returned upon special request after two weeks from the date of borrowing. . . . Teachers are often asked to endorse their pupils' applications for the privilege of using the library. This library regards such endorsements from teachers in the day schools as notes of introduction, and guarantors are not held financially responsible for losses that result from applications which have been signed for their pupils. . . . It has been deemed advisable, for obvious reasons, to give all work with teachers to one assistant in each branch. This assistant . . . is expected to familiarize herself with the course of study, to keep in touch with the public schools, and to know personally as many teachers and principals as possible. . . . The task has been to learn the needs of the pupils and teachers and to so order the work and to plan such rules as to make possible and encourage the real use of the library; and to provide means whereby both teachers and pupils may be told, retold and told again and reminded from time to time of the library and of its ability and readiness to respond promptly and cordially to any reasonable demands.

Fingerposts to children's reading. W. T. Field. S. vii, 9-275p. **\$1. '07. McClurg.

Contents: The influence of books; Reading in the home; A list of books for home reading; Reading in the school; Supplementary reading; The school library; The public library; The Sunday-school library; The illustrating of children's books; Mother Goose. Appendix. Lists of books for school and Sunday-school libraries arranged under subjects, with grades to which they are adapted.

Hartford public library in relation to the schools. E. B. Owen. Lib. J. 30: 217-8. Ap. '05.

"The reference department should be the connecting link between our schools. . . . Debates, of course, are with us always and represent more hard work than almost anything else we do for the schools. As a general rule we require three days' notice of subjects, which gives us time to look up satisfactory references and place the books on a special shelf to be reserved until the day of the debate, and used in the reference room. In this way we can secure better material and no one debater can monopolize the best points. . . . One of the irregular branches is a collection of twenty books for boys, with startling titles and gaudy covers. These were selected to help a teacher in one of our most difficult districts, and one quite removed from the library. Some of her boys had discovered the worst form of dime novel, and were devouring volume after volume, with marked effect upon their behavior."

Helping children know library tools. E. Hardman. Pub. Lib. 12: 299-301. O. '07.

A library class for school children arouses interest in addition to giving them very practical information. "The plan of the work is primarily to familiarize the children with the use of encyclopedias, card catalog and magazine indexes." The children should go to the library for the lesson. Subjects, not too difficult, but of general interest, should be given to be looked up. By beginning with the dictionary and encyclopedias the children become familiar with the plan of alphabetical arrangement. Then let them go on to the card catalog and to the magazine indexes. By such lessons interest is aroused and the child gains a feeling of power and mastery in being able to help himself.

How can the librarian aid the teacher? W. A. Edwards. Nat. Educ. Assn. 1907: 978-82.

How may the teacher help the library? S. Brindley. Neb. Lib. Bul. No. 4: 5-7. F. '07.

The teacher can help the library only when there is co-operation between the librarian and teacher. The librarian who visits the schools does well and the teacher on her part should become familiar with the working of the library.

How the library may serve the school. Neb. Lib. Bul. No. 4: 8-9. F. '07.

The library may help the school by training the pupils to read, by purchasing books suitable for school children, and by wise administration.

How the school and the library may help each other. M. Z. Wilson. Wash. Lib. Assn. Bul. 2: 7-8. Ja. '06.

"Schools and libraries can work together in determining lists of books for children. In no other respect can more direct benefit be derived to both institutions than by a hearty co-operation in this. The books being supplied, the teacher and librarian can co-operate in seeing that the literature is suited to the stage of the child's development, physically and spiritually. The former knows the children best and the latter knows the books. Thus the library aiming to supplement and enrich the education of the child while in school can be reinforced in its work of continuing the process of the child's self-instruction after he leaves it. . . . Many young people from the upper grades, high school and even educated teachers, need to have a greater and wiser use of books, atlases, charts, reference books, cyclopedias, the difference between contents and indexes, titles and subjects. These people too often possessing unusual appreciation and discriminating powers are held back in their individual discoveries because they have not been instructed in these mechanical things. It is difficult to estimate the loss this is to the student. Much can be accomplished by the librarian, but we believe that more can be accomplished with a less expenditure of time early in the grades."

How the teacher can help the librarian. M. Jacobus. Nat. Educ. Assn. 1907: 974-8.

Teachers should give children a knowledge of the make-up of a book and the use of title-page, contents and index. The bibliographic guide posts, such as shelf list, catalog, and periodical indexes to be used at the library should be explained. The proper care of books and respect for public property should be impressed on children's minds. Business-like records of all loans from classroom libraries should be kept. Teachers should familiarize themselves with the methods of the library and its resources, keep track of the additions to the library. They should avoid sending classes to the library for what has never been in it, and learn

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to make requests for library material specific as to subject. Some libraries set aside each week during the school year the books that correspond with the schoolwork. Librarians are only too glad to have advance knowledge of demands that are to be made on the library, and to have the material ready. Children should not be sent to the library for information that is not obtainable anywhere. Teachers frequently require pupils to obtain the desired information outside of the encyclopaedias when the only other obtainable material is beyond the comprehension of any but mature students.

How to make the library more serviceable to students of school age from the library worker's view-point. E. L. Power. Nat. Educ. Assn. 1908: 1104-10.

"Most libraries have a separate room for the children and a clubroom where teachers and pupils may meet together. These rooms are supplied with well-chosen collections of reference books and books of literature, arranged and cataloged with a view to school needs. Thus provision is made for class reference work, individual reference work, and also for quiet reflective reading, personal talks about books and writers, readings and story-telling. Small collections called 'classroom libraries' are sent into the schoolrooms to be administered by the teachers. General school libraries in charge of a library worker are put into school buildings. Lists, bulletins, and pictures are prepared for teachers and students. Some instruction in school methods is given in the library training-schools. Instruction in the use of a library and the use of reference books is given in colleges, normal, secondary and elementary schools. This is supplemented in a few normal schools by instruction in children's literature and in the elementary grades by story-telling. In a few states, librarians are giving instruction at teachers' institutes. All this work is planned and carried on according to local needs by teachers and librarians, but the library has taken the initiative in most cases." In the children's room freedom of choice should be allowed. If the selection of books is good and the librarian a wise and gentle guide there is no danger in this freedom. "Library lists for teachers' use should include a good many titles closely classified as to subject but not closely graded. The notes should be first descriptive and then critical, clear, definite and simple rather than literary. . . . Lists to be put into the children's hands should be short, of the best, and annotated from the child's point of view. Complete finding-lists are for mothers, teachers and librarians. . . . The clubwork, reading circles and story hours carried on by librarians is the highest development of work with students within the library. . . . To direct the children's home reading and form their literary taste is a part of the teacher's duty; therefore the librarian must never be asked to tell all the stories. . . . Classroom libraries in the early grades are largely used as a means for stimulating language expression." Poetry, fairy tales and stories are usually selected for this. Beginning with the fourth grade, there is need of a larger collection including technical books, standard literature and books in sets. This condition can best be met by placing a general library in or near the school building. The classroom libraries are especially useful in the lower grades where children are not yet able to do independent work. The school and classroom libraries should be under the supervision of a librarian with teaching experience who is able to assist at teachers' meetings, mothers' conferences and institutes. "Some definite instruction in the use of a few standard reference books should be given to children, beginning with the fourth grade. In order that it may begin at a point of interest, it should be given to individuals or classes rather than groups and may well be related to school work. The person giving this instruction should follow it with the children until they see some

finished product, whether it be to the recitation room to hear 'more than the history book tells about the battle of Bull Run' or to the back yard to see a pigeon house."

How to make the library more serviceable to students of school age from the superintendent's view-point. L. E. Wolfe. Nat. Educ. Assn. 1908: 1099-1104.

In the form of "supplementary books, school libraries, public library lists put into the hands of the pupils, branch libraries, and books especially suited to pupils sent from the library to all the schools," the library idea has invaded the schoolroom. The books might be made "much more serviceable by indicating by pages their relation to the various school room topics, and to pupils of different types or temperaments." A joint committee of the N. E. A. and the A. L. A. could do a great deal in this field. Such efforts, however, would be hampered by the lack of "stimulating, scholarly, pedagogic books bearing upon all the principal schoolroom topics and suited to the grades; and because teachers as a class are not well read in the best of such books now on the market and more or less difficulty would be experienced in agreeing upon the vital schoolroom topics." The pupil should be prepared for social efficiency by being brought into "vital and stimulating contact, thru books and pictures, with the fundamental lines of race-achievement from primitive beginnings." The pupil, having thus "been brought into vital contact with a multitude of concrete cases of race-achievement . . . is likely to possess the motive and power to utilize fully the civilization which he has inherited, and possibly add to it." The problem before teachers and librarians is the preparation of "inspiring books, suited to the grades, on all great lines of race-achievement, for food, clothing, shelter, fuel, transportation, means for the transmission of intelligence, and last, the subduing of the baser appetites and passions and the cultivation of loftier desires and aspirations."

How to make the library of greater service to the student of school age. S: H. Ranck. Lib. J. 34: 52-4. F. '09.

"For the teacher's influence in this direction to count with the child, the first requisite is a knowledge of books that appeal to children, accompanied as it must be with sympathy for the child and child nature. Another essential is that the teacher should be firmly convinced that the greatest service the school can do for the child is to send it out into the world with both the ability and the desire to get ideas from the printed page." Traveling libraries are sent by the library to school buildings, larger and more permanent collections are sent to large schools and to high schools, library visitors go to the schools, library bulletin boards are maintained in school buildings, teachers are taught in city normal training schools to use books and libraries, similar instruction is given to high school pupils, and school and library are endeavoring to cooperate.

Increasing the efficiency of the library as an educational factor. A. H. Chamberlain. A. L. A. Bul. 5: 154-63. Jl. '11; Same cond. N. Y. Libraries. 3: 8-11. O. '11.

"The school and the library are parts of one and the same great organic institution. Whether housed in the school building or in a separate structure on the campus, or in a public building, managed by a special board and financed by the municipality, the library is part and parcel of the educational scheme. The books of the library are as much a part of the school machinery as are the various pieces of apparatus in the physical laboratory, the biological specimens, the collections used in the study of mineralogy, or the tools and materials in the craft shop or the school kitchen. To think

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of the library as apart from education and as simply a desirable aid to the school, is to place it in the amusement column. Already some libraries, and the major portion of most, I fear, judged by the books on their shelves, belong with the theatre and the summer resort. A collection of books meeting this requirement merely is not a library. "The first element necessary in the making of a more efficient library is the personality of the librarian." All librarians must be teachers in spirit and temperament, and all teachers must understand how to work with books. Some one has truly said in speaking of the untrained that "you should not put drugs of which you know nothing into a body of which you know less." The individual who understands books slightly and boys and girls not at all can not be expected to make either a good librarian or an excellent teacher." All prospective teachers, then, should be offered a course of instruction in the use of a library. "One has but to study conditions as they exist, whether in the public or the school library, to note that adults, not to speak of boys and girls, are practically at sea when making investigations. . . . Many well-meaning students spend more time in groping through the library in a fruitless search than they give to reading, and many a one remains away from the library altogether when now and again he finds a few moments for study, knowing that only a prolonged period will reveal the desired material." Every well regulated school of several teachers should have a good collection of books with a librarian, who should be classed as a member of the faculty, to preside over them. Pupils should be systematically taught to use the library. Where there is no school librarian the public library should furnish a demonstrator. The average pupil believes that his text book contains all that is to be known on a subject. Librarians are sometimes obliged to persuade otherwise excellent teachers that they can find valuable teaching material outside of their texts. The use of those most common books of reference, the dictionary and the encyclopedia, are little understood by the average reader. In pointing out the use of reference works the librarian will probably find that she must begin with the teacher. "Before the teachers can instruct the pupils, the teachers must themselves be taught. Before class work opens in the fall the librarian should meet and instruct the teachers. In the elementary school this may be done by grades. In the high school the teachers of a given subject may form a group for instruction, or all may assemble in a body. It is absolutely necessary that teachers be proficient, for from no one can instruction so well come as from the class teachers. Like morals, the use of books and the significance of good literature can best be taught incidentally to the immature mind."

In the matter of book selection, teacher and librarian should work together. The teacher should be familiar with trade lists, publishers' bulletins, and reviews. Each teacher should keep a bibliography of the subjects taught. Many libraries are rich along certain lines of school work and almost barren in others. This may be due to the bias of the librarian, but more probably to the fact that the teachers in one department have required considerable library work. Care must be exercised lest the library become too heavy, the sciences, mathematics and technical subjects must not be crowded out by the works on English and history. That the libraries and the schools may work together to the best advantage, it has been thought best in some localities to organize both under one management, or, if not entirely under one management, to have a member of the board of education on the library board, or to make the librarian a member of the school board. From the financial side the advantages of cooperation are obvious. "Modern methods of teaching lay more and more stress upon the use of the library as a working laboratory for all departments, a means of supplementing the regular text-book work in the class room by the use of books and illustrative materials so as to

give the pupil a broader view of the subject and awaken an interest which may lead to further reading on his own account, to create a love of reading and develop a library habit which will lead him to the best use of the public library after school days are over as well as during his school life."

Librarian as an educator. W. D. Johnston. Lib. J. 35: 437-41. O. '10.

Notes on this article are given under the heading Library extension.

Libraries not fully utilized by teachers.

El. School T. 10: 347-9. Mr. '10.

Library and school again. Wis. Lib. Bul. 7: 99-100. J. '11.

The fact that such a very small per cent of the children in our elementary schools ever go on to higher institutions of learning lays a double duty on the teacher and the school: first the child in school must be given an opportunity to acquire an education; second he must be given an impetus which will continue beyond his school years. "The library can help in both duties. In many cities classes accompanied by the teacher are sent in school hours to the public library, there to learn the use of books, and the resources of the library. The library work is a school duty, and credit is given for work done there, it being considered a part of the work in history, for example, if it is a history class that is taken to the library. The first and most direct result of this is that the pupil is benefited in his school work, since the riches of the library splendidly supplement the necessary narrowness of the text book. The second and more indirect result is, after all, more important. In the library the pupil has learned the resources of literature, he has acquired a taste for reading, a taste in reading. If he has once enjoyed the companionship of books, he will continue to be a patron of the library long after the doors of the public school are closed to him. The library will become his continuation school. He is in a fair way to become an educated person, even though he never again enters the school room."

Library and school work in Newark, N. J. M. L. Gilson. Lib. J. 31: 167-8. Ap. '06.

Pictures are loaned as well as books, and copies of poems are mimeographed and loaned. Some schools ask for current magazines and these are ordered sent directly to the schools, and are circulated among the teachers.

Library and the school. C. G. Leland and others. 50c. Harper. '10.

Library and the school. J. E. Banta. Nat. Educ. Assn. 1909: 863-70.

Library and the school. H. H. Seerley. Nat. Educ. Assn. 1908: 1110-2.

Library and the school in Grand Rapids. S. H. Ranck. Lib. J. 32: 162-4. Ap. '07.

The relations between the public schools and the library in Grand Rapids are unusually close. Until 1903 the library was managed by a committee of the board of education. Since that time the superintendent of schools and five commissioners elected by the citizens constitute the library board. The title to the property however still remains with the board of education. In 1894 deposits of books were placed in the public school buildings for circulation among the children. New books are added to these libraries each year, the selection being made by the children's librarian and the various principals. "During the year the children's librarian, and sometimes other members of the library staff, visit the schools, talking to the children about the books and conferring with the teachers, and occasionally

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there are conferences between the library staff and the school principals to discuss the various problems that come up. "During vacation some of the libraries are open two hours of one day each week for the distribution of books. "The library also sends traveling libraries to public, parochial, and private schools throughout the city." School children are systematically instructed in the use of the library. By a new agreement whenever the library board requests and the school board agrees the board will equip a room for library purposes in one of the school buildings. The first of these school branch libraries was opened in Dec., 1906. The room is in the basement, has an entrance from the outside, and it can be warmed without heating the rest of the building. The school board equips the room with furniture, light, heat, and janitor service. "The library board supplies the books, periodicals, and the librarian, together with the card catalog outfit." This branch is open week days from 12:30 until 9 p. m. "The educational advantage to the school for the children to have access to books in this way, with a librarian in charge, and of having a good collection of the best current magazines, is believed to be considerable. At the same time the advantage to the library is that it enables it to carry on a branch of this sort at a minimum of expense."

Library and the schools. Mrs. W. G. Clough. Wis. Lib. Bul. 7: 138-42. Jl. '11.

The primary purpose of the librarian in her work with a child is to interest him in good books; next her purpose should be to interest him in the library as the home of good books; and after this to interest him in the mechanism and technique of the library that he may use it to the best advantage. Most children who come to the library come with a love of books already awakened; to reach those in whom this love is lacking, the librarian must work outside the library. It is here that the cooperation of teachers and parents is needed. The librarian may reach the children in the school room by means of stories or selected readings; or conferences with teacher or parent may bring more direct results. The awakened reader should be encouraged to rove in the library at will. "But the best knowledge of the library is not to be acquired by an aimless wandering nor even by a purposeful but undirected search. It is desirable and necessary to interest the child in the plan upon which the library is built, to acquaint him with its mechanism and technique, with the use of its classifications, its catalogs, its indexes and the local arrangement of its shelves, to the end that when he comes to the library in search of a book or a fact of information, he may, by the guides of the library, go straight to the shelf that contains the book or the information that he is seeking. Of course to the searchers after knowledge the librarian is to be an ever present help in time of trouble, but she gives her best help not by bringing to them the matter that is wanted but by teaching them the way to find it for themselves." It has been the practice of the writer to visit the grades, taking a selected group of books from the library. With these as illustrative material, the processes of cataloging and shelf arrangement are explained. High school pupils visit the library in groups to receive more detailed instruction. Teachers are called on to cooperate with the library in directing the children's reading. Typewritten lists of books are submitted to the teacher for advice and suggestion. Copies of these amended lists are placed in the library and in the school rooms. The library lends pictures to the school; and also keeps on hand a collection of typewritten pieces suitable for recitation which the children may draw as they draw books. "In all our efforts we try to make the library a useful auxiliary to school work and to make the students so familiar with and interested in its phase of work that the intimacy may not cease with the end of school life."

Library and the teaching profession. L. M. Wilson. Pub. Lib. 15: 93-8. Mr. '10.

"The teachers ought to read more plain old-fashioned natural history and descriptive books of travel, so that they can bring more living facts about men, women, children, plants and animals into the school room. The trouble is teachers do not know much about the simple and homely things in which children are interested and the librarian can, perhaps, do something to relieve this ignorance. The average teacher doesn't even make the best use of the various encyclopedias, summaries and abstracts which are to be found on all sorts of subjects in most well equipped libraries. The librarian might also supply classified lists of books of adventure, of geography, books for boys on camping, sailing, mechanical toys; books for girls on outdoor exercises, vacation trips, house-work, needlework, etc. One of the ways in which any library might be helpful to the teaching profession is by having as one of its departments a sort of pedagogical museum where all the latest and best text books of all the publishers are kept. In this country these represent the best new methods and ideas applied to education and serve as valuable information to teachers. The average teacher has no way of keeping in touch with the improvements these texts represent and so misses the help which might thus be given. What I mean is that every library should do for all new text-books and the new pedagogical books and educational studies just what you do in your library with the new scientific books and journals. . . . Librarian and the teacher might cooperate to the most excellent purpose in teaching pupils how to use books. I am referring particularly to indexes, tables of contents, signs, in short, all of the means and devices used by writers to save the time of the reader. But much is not saved because there are so many people who never learned to use them."

Library as a reinforcement of the school. W. D. Johnston. Amer. Educ. 13: 208-11. Ja. '10; Same cond. N. Y. Libraries. 2: 67-8. Ja. '10.

Library as a reinforcement of the school. W. D. Johnston. Pub. Lib. 16: 131-4. Ap. '11.

In solving our problems of educational reform we must concern ourselves, first, with the reform of aims and methods in reading. The value of reading books in the right way has never been sufficiently emphasized. "The failure of the library has been in allowing too much license in the use of its collections and in requiring little except the return of the books. The failure of the school has been in attempting to exact the impossible from readers and after a few years' efforts abandoning them altogether; in undertaking detailed and, to the majority, distasteful studies of a few standard works, and in making of reading a vocal exercise instead of a mental one." If library and school are to reinforce each other we must learn to look upon the library not as a mere adjunct to the school, but as an integral part of the educational system. Many of the subjects which now crowd the school curriculum should be transferred from the course of study and incorporated in courses of reading. A second opportunity for cooperation is offered by continuation schools and classes. No institution is equipped to carry on the education of those who leave school at an early age except the library. By library is meant the whole institution, not merely the collection of books. "If our education were complete when we leave school, a collection of books to which we might refer and from which we might borrow would be sufficient. But as it is the library service is far more important than the books. There cannot be a library without a librarian, and there cannot be a good library without many library assistants. The older community and school libraries were unsuccessful simply because of the

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failure to recognize this fact, and we to-day will fall to make libraries true institutions of learning wherever and whenever we neglect to provide adequate library service." The earlier public libraries devoted much energy to their work with children, but more recently they have been attempting to extend their educational facilities to include the artisan, the business man and the farmer. In order to secure better cooperation between school and library it would also be desirable that the superintendent of schools be a member of the library board and the librarian a member of the school board. Pupils should receive credit for work done in the library, and library training should be provided for teachers.

Library as an educational force. M. E. Ahern. (In Annual report state board of Lib. Com., Mich., 1907. p. 106-13.)

"When we consider how much the education that is continued after school-time is over depends upon the right use of books, we can hardly be too emphatic in asserting that something of that use should be learned in the school. Yet almost nothing of the sort really is learned. The average student in a high school does not know the difference between a table of contents and an index, does not know what a concordance is, does not know how to find what he wants in an encyclopedia, does not even know that a dictionary has any other uses besides that of supplying definitions. . . . Every school should have for daily use of its pupils a collection of books of the distinctly reference order—encyclopaedias, handbooks, atlases, gazetteers, and dictionaries of various kinds, which are each of them separate libraries in themselves, and inexhaustible sources of information to those who know how to use them aright. But this is a knowledge that is acquired only by instruction and experience, and for that reason I claim a place for it in the education of the school. . . . To the school the pupil should be accountable for what he reads and how he reads it. From it he should get the advice, the inspiration, the foundation of taste, which will make him a wise and careful reader and prepare him for the freedom of the public library under right conditions. He will have developed a knowledge of the simpler tools, indexes, catalogs, etc., and will have absorbed such a general knowledge of the use of books that the awakened powers of analysis will find ready a fund of book knowledge that will feed him until he grows self-sustaining. He will know where to find the books he needs for pleasure or profit and will become acquainted with the sources of book distribution provided in the community. . . . To the public library of today belongs a large share in placing before those upon whom it will rest to take up the burdens of the future, the material that will help to prepare them for the work. But to the schools belongs the work of arousing the interest that will bring them to the library. . . . Teachers are expected now to be living, vital, spiritual men and women, intent on not how many facts can be crammed into the minds committed to their care, but rather to develop within the living soul an appreciation of truth wherever found in science, religion, history, art or literature and to create the divine unrest which shall lead its possessor to seek the fountain sources of the best products of the best minds of all ages. He cannot do this without the cooperation, sympathetic and unbounded, of the librarian, and those schools which are showing the best results in turning out well equipped thinking boys and girls are those which are in close proximity to the live, up-to-date, active public library."

Library as educational equipment. W. E. Henry. Pub. Lib. 13: 291-4. O. '08.

In the equipment of any educational institution "we have four coordinate and necessary elements. I speak of them as necessary because the omission of any one of them must prevent, to a degree, the accomplishment of the end sought—the culture of men and women. The

four elements are faculty, laboratory, library and museum. . . . The library—the great classified, orderly arranged record of experience—is . . . the greatest of the four elements of educational equipment. It contains in good form and ready of access all and much more than the faculty can impart as information and instruction. It exhibits all that the laboratory has ever revealed. It has in text all that the museum contains as information and in a much more readable form. Yet it would be foolish exaggeration to claim that the library can supply the place of all the others. Each has its own message and its own method and its inspiration that nothing else can supply. Yet the library is the most vital, as it holds more of life and the world, which are the means of human education. It should be considered the first necessity of all educational work, not a luxury, to be added after all others. It should be the center around which the entire institution revolves. It is not necessary, frequently not desirable, that the library be in the school building. In the public schools it need not be school property. It is better that it be a public library apart from the school. It is only insisted upon that the learner have access to a library as an educational equipment."

Library in its relation to the elementary schools. E. L. Power. Pub. Lib. 11: 544-8. D. '06.

"The value of cooperative work depends upon the ability of each to understand and appreciate the work of those who cooperate with him, equally with his own work." Too often librarians and teachers forget this. The library may help the schools within the library by giving an opportunity for quiet reflective reading to teachers and students. Teachers need a room apart from the children. They need books on pedagogical subjects. Both should be provided. Within the schoolroom the librarian may efficiently aid the teacher by aiding in the selection of the book collection sent to each room. The librarian knows the books better than the teacher and is more familiar with the children's needs. On the other hand "the use of the books which are familiar to the teacher, far exceeds the use of the books which she does not know, and therefore cannot make known to the children. . . . After the classroom libraries have been selected" the librarian should help to make them attractive. She should visit the schools and "meet the teachers in their own work and so be able to give individual help."

Library instruction in schools. M. A. Smith. Wis. Lib. Bul. 7: 134-7. J. '11.

Library instruction is given to eighth grade pupils in some of the Wisconsin schools. The librarian in charge of this work visits the schools on four consecutive days and talks twenty minutes each day. Then groups of 15 or 18 pupils are sent to the library for an hour's work. In the talks at school, classification and arrangement are taken up first. The Dewey system is explained and the names of the ten classes are written on the blackboard. The grouping of books on the same subject is emphasized. An explanation of the call number equaling the class number and the author number is given. By drawing a plan of the book room it can be shown where each class is located. "Explain why the catalog is not printed but on cards. Tell them you are going to catalog some books for them on the board and for them first to choose one whose title gives a clue to the subject of the book. On the board write author, surname only, title and call number. Label it author card. Explain why a title card is made and make one on the board. Explain why a subject card is made and make one. Label the last two also. Take another book and have different children dictate to you what the cards would be and put those on the board. Do as many as you have time to do. For one take a book whose subject is not suggested by title and let children guess and from this work out analyticals

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with the paging. Explain how cards are arranged and have them tell you the order in which the cards on the board would be placed. Number cards as they give them. Draw plan of catalog case, putting index letters in a number of the drawers. Ask children in which drawers the cards on the board would go." In explaining the periodicals, "have with you the index of the volume and show how this takes the place of the six contents pages as a guide to contents. Place on board backs of several volumes of magazines, arranging by volume and bring out the idea of file. Ask them now how they would get at contents of the file. Put on board the name of the abridged Poole with dates covered. Explain name and somewhat of how it was made, bringing out clearly its great use as a time saver. Add the name of the Readers' Guide with dates. Take a number of topics and ask children which index to use, bringing out the significance of date for some topics, as airships for instance. . . . Take children to reference room. Explain very briefly date and general character of general cyclopedias. Then quickly pass around the reference room, calling their attention to the reference books they will need to use soon and asking them to look them over when they have a few minutes in the library, as a catalog can not indicate their whole contents. A card is then given to each child and he is asked to find each book on it and bring each book on it to a librarian to see that he is correct and then replace the book. The card for each child is different, and contains six entries for books, one being fiction, one a reference book and the last a bound magazine. . . . The aim of this work is to make the child feel at home in the main library by understanding its mechanical features and realizing these are an aid to him and the enjoyment of books he finds there."

Library reading course. W. E. Henry.
Pub. Lib. 11: 306-7. Je. '06.

"Before the fullest and most helpful cooperation can exist between the library and the school the teacher must feel the need of the library as a helper in order to do efficient work as a teacher and the librarian must see in the teacher and the school opportunities to make the library a great power for education in the community."

Library work in high schools. F. M. Hopkins. Pub. Lib. 10: 170-1. Ap. '05.

Brief working outline for the teaching of reference books to high school students.

Library work in the schools. E. Rood.
Neb. Lib. Bul. No. 4: 2-5. F. '07.

The Omaha library has a collection of 3000 books as a school library. In the fall the principals of the grammar schools are asked "if they care to have books and if so, how many and for what grades. Also if they want any particular books or are taking up any one line of study for which they would like extra material. For example, one school last year gave a little play on the 'Wanderings of Ulysses,' and wanted books on that subject." The teachers are encouraged to select their own books. Care is taken to choose books suitable to the grade to which they are sent, and to the course of study used in each grade. Lending pictures to the schools has proved to be very popular. So far they are for use in geography work principally and nearly all of them are taken from the illustrations of the Stoddard lectures. The pictures are mounted on heavy cardboard.

Library work in the schools. M. R. Hovey.
Vermont Lib. Com. Bul. 5: 4-5. Je. '09.

Library work with schools. Mrs. J. W. Robbins. Wis. Lib. Bul. 4: 54-5. Je. '08.

"The school work, from the kindergarten to the high school, may be supplemented advan-

tageously by books, pictures, and suggestions as well, gained from the constant research of a really live librarian, co-operating with the teachers in their respective grades." The character of the supplementary work depends largely upon the season of the year. Each month has its birthdays of noted men. Then there are the holidays, Halloween, Valentine's day, etc. "The school course in civics requires outside reading for every day's recitation, on the part of the students. This is where our Readers' guide is indispensable, for who does not know that all of the great questions in political economy, in fact everything pertaining to the leading questions of the day, no matter what the subject, are written up and discussed in our best magazines by our best contributors. Give me for reference the North American review, World's work, Scientific American, Outlook and a few more of the leading periodicals, with the Readers' guide, and I would almost be willing to do away with the books on the same subjects. Meanwhile there are carried on, debates on every conceivable subject not only by the students of the high school but by the county normal training school as well. We think nothing of having a pile of magazines in one corner of the reference room for one group of debaters, another pile in another corner for another group, and so on."

Library work with schools in the United States. L. S. Jast. Lib. World. 8: 34-6. Ag. '05.

Children's rooms are usually large and beautiful and always have open shelves. The following are some of the phases of the work; story telling, school bulletins circulated monthly, circulating libraries at the schools, and collections of pictures on different subjects which are sent to schools as required. In some places children are taught the use of the library.

Margins in library service. C. M. Rawlins. Pub. Lib. 15: 47-50. F. '10.

"Are teachers and librarians generally studying the needs of their own communities so as actually to ascertain which of the public documents the federal government and the state are constantly publishing should be in their particular libraries? . . . Is there any subject taught in our public schools on which the library has not some representative material? And, in this it is the teachers' duty to suggest what would be the greatest help. Again does every teacher and every librarian seek to know even very short lists of books suited to pupils of each grade from the kindergarten through the high schools? The grade teacher may not necessarily be familiar with this entire range of reading matter, tho she would be a larger teacher if she were, but the librarian must be. . . . Does the teacher know the two or the half dozen or dozen or the twenty-five books that she commends to her class? Does the librarian know all the books in the groups that he or she places on the shelves for readers up to the end of the high school course? Books not in fiction alone, but books in history and biography, books in every common department of science, books in the trades, in the manual arts, in the fine arts? . . . What a field opens out to the librarians at our county seats in the way of preserving material in local history; a systematically arranged and well-indexed file of clippings from papers otherwise not worth keeping, collections of posters, programs, badges, political and other, and what not, collections of pictures of prominent local characters and of representative natural scenes, industries, occupations and events, collections illustrative as far as feasible of geographic, geologic, botanic, and similar features, giving play to the finest discriminative power and sense of perspective on the part of the librarian, who ever bears in mind that the characteristic preeminently, not merely the unusual, calls for record. Another way in which the country superintendent could help to make use of the library's resources would

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be in distributing among country schools material that might else be wasted. For instance, in many periodicals valueless for binding or for distribution, in the advertisements of nearly all magazines, and in numbers of circulars, pamphlets and catalogs, that correspondence naturally brings to the librarian's desk, are pictures, some of them very good, which cut out, mounted on dark gray or manila tag board, classified as a book is classified, and put in portfolios, may be a help in every department of the public school. Such portfolios of animals are strong attractions on the low tables in the children's room or corner. More of these pictures will be found than are needed in the library or schools nearby, in which case the superintendent can distribute the extra sets among the country schools. When the librarian has not sufficient paid assistance for this kind of work, might it not be possible to find teachers and prospective teachers who would be glad to learn how to handle such materials? . . . Wherever possible, there should, of course, be one room, be it in attic or basement, if no other offer, where young people may take books for conference, as there are times when in working upon programs for their clubs, literary societies, or debates, they may rightfully claim the privilege of comparing and sifting material together. But in general one of the chief aids of the librarian to pupils, is the teaching them to use the library individually. . . . And really what intelligent patience is needed in helping young people to learn to use the library themselves. It is so easy when duties are many to point out the book directly. It is so easy to turn the incipient essayist, journalist, or debater to one or two references on his subject, and to end in thinking that he has prepared a worthy paper on his topic from this most partial glimpse. To catch the spirit of investigation, comparison, selection, in rapid cross-reference upon but one theme, is to receive an intellectual uplift that will never be lost, and the result upon the lives of young people is worth all the time that the most faithful librarian may give it. Very small pupils, in groups or whole classes, may be taken to the library for a lesson, occupying the conference room, and using pictures, books, and museum features that cannot be easily taken to the school. Very early in school life will classes go to the library that the librarian may give practical suggestion as to how to use the privileges there. To care for books properly, to step lightly, to be quiet in voice and in manner when with book friends in such a spot, all this children may be led to understand as the "sine qua non" of enjoying library privileges, and tho the librarian may help the young people by bulletining in the school building facts as regards new books and articles, and also by giving talks before the classes and at general exercises, yet the closest bond is knit between the pupil and the library, if most of this be done in the latter place, where, in all the years after the school has closed behind him, he is to find an alma mater, if we may extend the use of the term, that never graduates her children."

Methods of school circulation of library books. G: T. Clark. Lib. J. 31:155-7. Ap. '06.

There are three methods for the circulation of library books thru the schools. (1) Sending the pupils to the library. (2) Sending books on teachers' cards. (3) Providing a school duplicate collection of books suitable for circulation in the grades. These books are sent in lots of from 40 to 50 to classrooms. The boxes that are sent in are used to shelve them while they remain at the school. Sometimes the library, sometimes the board of education looks after the transportation. In order to keep complete records, blanks are sent with the books on which the necessary data is recorded. The entire collection is sent back at the end of the

term. This class-room system brings many in touch with the library "who otherwise might never see its books."

Methods to be used by libraries working with schools to encourage the use of real literature. M. D. McCurdy. A. L. A. Bul. 1: 289-93. Jl. '07.

Modern American library economy as illustrated by the Newark, N. J. Free public library: Pt. 5, Sec. 1, The school department room. J: C. Dana. O. 18p. pa. '11. Elm Tree Press.

Municipal library at Cardiff and its public; children. J: Ballinger. Library, n. s. 9: 173-85. Ap. '08.

Notes on this article are given under the heading School libraries.

Object lessons to school children in the use of libraries. F. Dallimore. bibliog. Lib. Assn. Rec. 11:49-68. F. '09.

Children should be allowed to follow their own tastes in reading, while parents, teachers and librarians constantly endeavor to lead them into better habits and more intelligent selection. Books should not be forced upon them. Distributing books through the medium of the schools has the disadvantage of keeping children away from the library. They should not be strangers to the library when they leave school. Lessons in the use of books and the library should be given by the library staff.

Organization of the library profession in the United States. Pub. Lib. 11:11-2. Ja. '06.

Libraries in the United States are much more closely connected with universities and schools than in Europe. In the United States children of ten years old use the library to help them in composition work. High school pupils go there for references for their debates. "Traveling school libraries, school deposit stations and children's rooms help the child in the preparation of his lessons. In some cases the schools or the libraries give instruction to children in the use of books, catalogs and bibliographies with much success."

Place of libraries in national education. J. E. G. de Montmorency. Lib. Asst. 8: 222-6. D. '11.

The relationship between books and education has been overestimated. "Education is a process that is designed to unfold the whole life of man; and books alone cannot do this. At the best they can develop a part, a noble part it is true, but not the noblest part of man. We must go to nature, and to the power behind nature, if we are to develop the whole man. Books can help us, but to regard books as the sole begetter of the highest in man is fondly to imagine a vain thing." The relationship between libraries and education is a different matter. The two have always been associated, and as a private library reflects the culture and taste of an individual so a great public library is an indication of the character of the people it represents. The monastic library of the middle ages was the counterpart of the medieval ideal of education. At the reformation both fell together. At the restoration the attempt to establish popular education was accompanied by the foundation of libraries. "The object of free libraries was from the first educational. It was intended to supplement and extend education." Libraries today must be brought into still closer touch with the school. "There must be established in connection with each local library, school libraries, and school sections in the central libraries for loans to the

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children. There must be classes in school time in the libraries, and lectures on the choice of books, on the use of books, on the use of catalogues, and even on the art of cataloguing." But the ideal relationship between libraries and education cannot be attained until both are brought under the control of the same authorities. The board of education should be substituted for the local government board.

Place of the library in high school education. F. M. Hopkins. *Lib. J.* 35: 55-60. F. '10.

"Is it too much to hope that the future may see the library interests of our schools organized into departments of primary, grammar, and high school grades, with a scholarly and capable head for each department, and as many assistants and clerks as are necessary? . . . The fact that children's literature has received any adequate attention, in the past quarter of a century, is due largely to the co-operation of the two national associations, the American library association, and the National educational association. Together, they have placed at the command of almost every child the story outline of the world's greatest classics, to say nothing of the books of nature, of art, of travel, of music, of even children's reference books. Indeed, the field of juvenile literature has grown to such an extent as to require the service of a specialist in this line of library work in all of our large public libraries. The excellent work done thru the story-hour in the children's libraries, especially in the settlement districts, should be enough to convince anyone of the power for real education latent in the library side of the question. . . . One thing we lack, however, seriously lack, and that is systematic instruction, thru our schools, in the use of reference books and reference guides. Our schools and colleges have kept pace with educational progress in almost every line except in that of training pupils to use intelligently and independently the ordinary guides in reference work. How many of our colleges, even, give systematic instruction in the choice and use of books? . . . Power to handle reference books rapidly and intelligently, to make wise use of all index guides, special bibliographies, card catalogs, etc., is certainly necessary in these days of the making of many books. . . . Is there a better period in our whole educational system to begin this work than in the high school? At high school age the pupil is beginning to have a desire for other fields to conquer. He is awake to all interests. He is anxious to find subjects for debates, ways of making electrical apparatus, answers for the endless questions of a normal boy of sixteen. If this interest is met and developed, we may help to add to his natural inclination a power to find quickly and intelligently the material which a library may contain on the subject in which he is interested. Is it not as necessary to train him in the laboratory of books as it is to train him in the chemical or physical laboratory? How many high school students, who have not been instructed in the use of reference books, could use a card catalog intelligently, or the different magazine indexes, or an index to a work in more than one volume, or an index to an atlas, or a concordance or even the appendix to Webster's dictionary? Should any high school feel satisfied which graduates students unable to use such simple tools as these? . . . Suggestions are herewith made for a course of eight simple lessons. By giving one forty minute lesson a term, this, or a similar outline, or a better one, could be covered during the four years of high school work. Any one of these lessons can be given in an average recitation period, if taken in order. The lessons include about thirty standard reference books, a fair range for high school pupils, certainly a much wider range than they would have if left to themselves. . . . 1. Simple indexes, an ordinary simple index, different indexes in the same volume, common abbreviations used

in indexes, such as *ib.*, *sq.*, *ff.*, dash between prominent pages, an index to a work in more than one volume, an index to an atlas, difference between an index and a table of contents, the value of a preface, name of publisher, and date of publication. . . . 2. More complex indexes, use of a concordance: illustrated by some good concordance to Shakespeare, such as the Bartlett or Clark; a concordance to quotations such as the Hoyt, *Cyclopaedia of quotations*, or the Bartlett, *Familiar quotations*; a concordance to the Bible, Cruden or Strong; use of a card catalog, together with a brief explanation of the classification of books used in the local public library; if possible, a trip to the local public library would be most suggestive to the pupils. Few pupils ever have the opportunity to move in and out among the shelves of a large collection of books. To be instructed in their arrangement, and then to find a book from the guide in the card catalog, is an experience which will awaken interest in the average pupil. If, in addition to this, a trip could be taken to some printing establishment, where the marvel of modern printing directly from the molten lead could be seen, an interest in the subject of the history of printing and book-making is practically assured. 3. Dictionaries and simple handbooks of reference, a thoro lesson in the use of Webster's new international dictionary, with all the reference points given in the appendix; also the Standard dictionary and the Century dictionary, including the volume of names and the atlas, together with the explanation that abbreviations, foreign phrases, etc., come in the body of this dictionary; the Murray new dictionary of the English language should be explained as the most exhaustive dictionary, not yet complete. The following handbooks of reference should be known: Brewer, *Readers' handbook*; Wheeler, *Familiar allusions*; Harper, *Book of facts*. . . . 4. Encyclopaedias, general and special, together with a few valuable collections of encyclopaedic arrangement. A thoro lesson in the arrangement of an encyclopaedia, explaining indexes, abbreviations, cross-references, bibliographies at the end of articles, etc. The old standard encyclopaedias should be known by name, such as the Chambers, Johnson's universal encyclopaedia, and especially the Britannica, with its general index for the different editions, and the indexes of long articles at the end of the articles. The Nelson loose-leaf encyclopaedia should be explained as a revolution in bookbinding, making it possible to keep an encyclopaedia up to date. The two comparatively recent American encyclopaedias, the Americana and the New International, including names of fiction, should be explained. A helpful clue to give pupils for reference work is the fact that almost every important subject has a special encyclopaedia or dictionary of that subject only, such as medicine, law, engineering, etc. An illustration of a few of the most important reference books of this character will be suggestive, for example: *Dictionary of music*, 4 vols., Grove, *Cyclopaedia of agriculture*, 3 vols., and horticulture, 4 vols., Bailey, *Dictionary of biography*, and *Gazetteer of the world*, Lippincott, 1 vol. each, *Cyclopaedia of social reform*, 1 vol., Bliss, *Cyclopaedia of United States history*, 10 vols., Harper. . . . A number of valuable collections of encyclopaedic arrangement should be known; to illustrate: Warner, *Library of the world's best literature*; Larned, *History for ready reference*; Brewer, *Library of the world's best orations*; Historian's history of the world. 5. Magazine indexes. Poole's index to periodical literature and the Readers' guide to periodical literature. . . . 6. Annuals of a few special indexes. Annuals: World almanac, Statesman's yearbook and Who's who. Special indexes: Baker, *Guide to best fiction*, Granger, *Index to poetry and recitations*, A. L. A. catalog of 8000 vol. (with supplements), Kroeger, *Guide to the study and use of reference books* (revised edition). . . . 7. A very few reference books published by the United States government: Document catalogue, Congressional directory, Congressional record, Year-book of the Department of agri-

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culture, Consular reports, general and special, Pamphlet entitled, Public documents for the people. . . . 8. A review of the whole subject, with carefully selected reference questions for practice."

Plea for instruction in the choice and use of books. F. M. Hopkins. (In Annual report state board of Lib. Com., Mich., 1907. p. 113-21.)

"No high school should be willing to send its pupils to the university without giving them the power of self-direction in the use of ordinary reference tools, such as a card catalog, indexes to sets of books, periodical indexes, or even the intelligent use of an ordinary dictionary with its appendix. If the high school pupil who is to continue his education under direction in college, needs this training, how much more valuable should it be to the pupil whose guidance ends with his high school course, and who must be wholly dependent upon self-direction for his future education. The helplessness of even intelligent people to use a library independently is a common complaint among all libraries. A very slight effort on the part of our high schools, could do much toward remedying this defect." In the Central high school of Detroit, "an effort has been made to train pupils in the handling of reference books, by teaching a few general, simple principles of indexing, cataloging, etc." Six courses are provided, one for each of the English classes, and only one period a term is given to each. The points covered and illustrated are: use of a single index, indexes to sets in more than one volume, atlases, concordances, street guides, card catalogs, periodical indexes, general reference works, and annuals, such as World's almanac, Who's who, and government documents. The results have been extremely satisfactory considering the amount of time spent.

Plea for the teacher. F. K. Walter. Pub. Lib. 16: 141-2. Ap. '11.

Problems of work with schools. H. A. Wood. A. L. A. Bul 5: 247-9. Jl. '11.

"A school department is intended to serve all the teaching force in the community, private and public, secular and religious, from kindergarten to college. As its chief function is to bring all teachers to a full conception of their library privileges, this can be best accomplished if the school department makes its work tributary to every other department. In serving the grade teacher the school department must be familiar with the juvenile books; in helping the high school and college teacher, it must know the resources of the adult circulating and reference collections. To care properly for the libraries already in schools and temporary collections it must work hand in hand with the catalog department; while a clear conception of relations with all other forms of extension work such as branches and stations is imperative." The library cannot take all the initiative. The teacher must direct the pupils to the library and encourage them in its use. Sometimes before the teacher can be reached, the cooperation of school board and school authorities must be gained. The city of Portland has been very successful in establishing a system of cooperation between the library and the public school system. The school board makes an appropriation for library purposes, the library provides the librarian and cares for the books. "From the beginning the teachers as a whole were sure that the school authorities believed in the library. The faithful teacher was relieved of the burden of carrying books back and forth from the children's room, and the indifferent teacher was aware that the children's interests were first in the minds of the board. So far, the teaching side of work with schools has not received much attention, but in planning for next year it is the intention to organize the instruction of teachers and pupils only with the full support of the school authorities. A joint committee of school

and library board takes up all matters of common interest. Therefore this body must first be convinced of the importance of any radical measure. While there will always be necessity for work with individual teachers and pupils, we are convinced that greater progress will be made if we attack our problem at the other end of the line."

Public librarian and the school problem. A. Jewell. Lib. J. 33: 309-11. Ag. '08.

Public libraries and libraries in schools: contributed from various libraries. Lib. J. 34: 145-53. Ap. '09.

Notes on this article are given under the heading School libraries.

Public libraries and public schools. R. Blair. Lib. Assn. Rec. 11: 195-7. Ap. '09.

An outline of the work being done and in contemplation in London and other English libraries.

Public library and the education committee. W. H. Ostler. Lib. Assn. Rec. 11: 376-8. Ag. '09.

Public library and the public school. Mrs. F. C. Conner. Minn. Pub. Lib. Com. Notes. 9: 22-5. D. '06.

There is a fundamental unity of aim and purpose between the public library and the public school. Both are free and tax-supported. Both aim to provide education. The function of the library being to supplement and continue the work of the school.

Public library and the public school. W. F. Kunze. Minn. Pub. Lib. Com. Notes. 9: 19-22. D. '06.

"Summarizing I would say that while the library and the school should ever remain as two separate, and co-ordinate institutions, they should work together with the utmost harmony and cordial co-operation and singleness of purpose; that the school board, superintendent and teachers should be at all times in close touch with the library and in hearty sympathy with it and its aims; that the librarian and library board should do all in their power to make the library as attractive, and as useful to the children as possible; that the school libraries should be confined to grade or department reference libraries, for the purpose of facilitating the regular work of the school and to teach the habit of using reference works, and to grade libraries to cultivate a taste for the best in the world of literature and when this cordial and intelligent co-operation between library and school is secured, both the library and school are better able to perform their legitimate work and thus by this united effort contribute much towards elevating the ideals of the home, and the standards of citizenship in the community."

Public library and the school are parts of the educational system. Penn. Lib. Notes. 2, no. 3: 1-2. Jl. '09.

"The fact is that while the public library and the school are parts of the educational system they occupy two distinct fields. Neither is subordinate to the other; they are on the same level. The library can never take the place of the school nor can the school supplant the library. While the objective point of the two is the same the lines followed to reach it are entirely different. The school is formal in its methods, the library is informal in the extreme. Back of the teacher is all the power of the state, back of the librarian is nothing but her own ability to persuade. The child attends school because he is compelled, he attends the library because he wishes. From this comes a difference of attitude towards the child. To the educator the child is one who does not

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know what is best for him and who must be told and, if necessary, compelled to do it. To the librarian he does not know what is best, and must be led to choose the best by being attracted to it."

Public library and the school problem.

A. Jewell. *Pub. Lib.* 14: 117-9. Ap. '09.

An argument for more effort on the part of the teacher towards coordination of the library and school. There are a "few courtesies which a competent librarian has a right to ask of that teacher who ships her students to the library in wholesale consignments and fails to forward a bill of lading." The librarian should be informed in advance of the topics assigned for library research by the teacher. Teachers should not make careless assignments of useless topics. "Let the student be sent to the library early and often; there is no more welcome visitor, but let him be sent upon an errand of dignity. . . . Have we not a right to ask that the teacher use the library for herself as well as for the student? Researchers are greatly encouraged by the occasional presence of their teacher. Possibly if she came and saw how much the students use the library and how many books it takes to go around she would not in her zeal send to the library for all the books bearing on the subject, and then send children to the library after she has carried away everything of value."

Public library and the teachers of history.

W. J. Harte. *Lib. Assn. Rec.* 13: 119-22. Ap. '11.

In selecting works of history the library should try to secure the active cooperation of those interested in the subject. Such publications as the "English historical review" and the Leaflets of the historical association should be consulted for reviews and lists of best books. Library committees should also seek the assistance of the teaching profession and should ascertain its needs. The study of European history should be encouraged as a means of counteracting the insularity of many English readers. It is desirable, too, that attention should be called to the latest and most reliable authorities. For the encouragement of modest readers, and especially of young readers, barriers should be done away with as far as possible and the open-access system installed.

Public schools and public library at Pomona, Cal.

Educ. R. 33: 306-12. Mr. '07.

Recent development in library work amongst the young.

W. A. Briscoe. *Lib. Assn. Rec.* 11: 264-7. Je. '09.

Reference work with schools in the Indianapolis public library.

F. L. Jones. *Lib. Occurrent*, No. 12: 4-6. Jl. '08.

To make the library of the greatest value to the schools, the teacher should let the librarian know in advance what subjects are to be looked up. This will enable the assistant to find the best material and have it ready when the children come in after school. The librarian should make a card reference catalog of the material found. Such a catalog is invaluable because the same material is invariably wanted again and again.

Relation between schools and libraries.

H. G. Eddy. *News Notes of Cal. Lib.* 5: 367-9. Jl. '10.

"In most of the large cities juvenile libraries are established in attractive rooms apart from the general library and are in charge of a competent librarian. In these juvenile libraries the cooperation of the librarian and the teachers has proved very helpful on both sides. . . . Last year, a model school library list was compiled, the books collected, and this year the full annotation of publisher, price, author, and

a note concerning contents has been put into the front of each book, so that the collection is now completely self-explanatory, and can be sent out to any teachers' institute, or to any school so wishing. The entire list, with the annotations, was published in the March and the April numbers of *The Western Journal of education*, and reprints are being made for distribution wherever desired. But while the city work has already so neared fruition, this list of books which has been compiled to give definite help to the country teacher is only a step toward accomplishing for them what has been done for city schools. The majority of country teachers have never even been in the nearest municipal library, much less knowing and consulting the librarian."

Relation of libraries and schools. Wis.

Lib. Bul. 5: 62-5. Jl. '09.

A series of questions sent to public libraries in Wisconsin shows that great opportunity lies before public libraries.

Relation of libraries to the schools. N. C.

Schaeffer. *Lib. J.* 31: C196-200. Ag. '06.

Relation of the school to the public library. W. H. Schulz. Wis. Lib. Bul. 4:

93-5. S. '08.

Relations between libraries and schools

from the school side. R. J. Tighe. *A. L.*

A. Bul. 1: 90-2. Jl. '07.

"Several things must come to pass before we shall see a close affiliation between the library and the public school, and I believe the first thing to be done is to make provision in teachers' training schools, teachers' institutes, summer schools, and city school systems for the training of teachers in the use of the public library and of the school library as tools, in the work of educating the youth of the land. I believe at the same time, that every public library, and perhaps every school library, should have a librarian trained to meet the needs of the schools, one who understands courses of study and how to correlate the work of the library with that of the school. Perhaps such a librarian should have had experience as a teacher in order to appreciate fully this problem and to solve it. Another need it would seem, is that of providing courses of instruction for high schools and colleges in how to use the library economically."

Report on instruction in library administration in normal schools. National education assn. O. pa. 10c. '06. Nat. educ.**Results of elementary school class reference work in public libraries. M. B.**

Bayles. *Nat. Educ. Assn.* 1910: 1022-6. Mr. '11.

School and the library. W. H. Brett.

Pub. Lib. 10: 225-7. My. '05.

"Instruction is being given in the use of the library, including its classification and arrangement, the finding of books by means of catalogs, bibliographies and indexes, the use of a book, the value of the matter gleaned from the chapter and page headings, the use of the more important reference books, such as cyclopaedias, dictionaries, gazetteers, atlases, etc. This is carried on to some extent in the high schools, but more largely in the normal schools."

School and the library. C. H. Judd. El.

School T. 11: 28-35. S. '10; Same. A.

L. A. Bul. 4: 607-11. S. '10; Same.

Nat. Educ. Assn. 1910: 1026-31.

The study period in the school room is a time when pupils are required to remain in their seats, separated from everything except a single text book, with a teacher in charge whose sole function is to keep order and who takes no part

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in the intellectual life of the room. An ideal study hour would be an hour spent in a room full of books, conducted as any well regulated library reading room is conducted. The pupil should not only be allowed to leave his desk to consult books on the shelf but should be encouraged to do so. "We should not only have the schools made the depositories for the books from the public library, but we should have the study period itself transformed into a period of library study or training in library methods." Such a system could be worked out only thru cooperation with the librarian. As a beginning the author suggests that small groups of ten pupils or so might be sent to the library at the study hour to work under the direction of the librarian. Pupils must learn to use books as wholes. They must learn that some books are to be read rapidly. "Have you ever been impressed with the fact that when a book is used by a class in a school it takes a year or half a year to read it, and students get notions about the difficulty of going thru a book which are altogether distorted; they get the idea that a book must be read in small doses; that when you have finished up one reading you should set that particular reading entirely aside, put it out of your mind as soon as possible, so as not to be impeded by any memory which you may have accumulated out of that small section as you pass on to the next." Library and school must work together if pupils are to learn how to get the most out of books. "We shall get our pupils to raise a certain number of questions, and then shall push them out into the library to get their questions answered. Thus we shall develop the kind of co-operation which is at all worth cultivation—that co-operation which permits of the differentiation of function."

School and the library; Pomona and Los Angeles. M. L. Jones. News Notes of Cal. Lib. 2: 90-2. F. '07.

In Pomona the school library is made up largely of reference books. As a supplement to this each teacher compiles a list of fifty books suited to her pupils. Pupils may each select a book from this list or they may select a book not on the list and subject to the approval of the teacher. These books are then drawn from the library on the individual cards of the pupils and they take the place of the old-time reader. "Reading the book as a whole is insisted upon" and resumés or abstracts are made by the pupil. There is no official connection between the school and the library. The school creates a demand which is supplied by the library. "The superintendent of schools and the librarian alike pronounce the plan a success." In Los Angeles a system of cooperation between the library and the schools went into effect in 1892. In accordance with this plan all school libraries were turned in to the public library. Purchases are made from the school library fund. Occasionally, not often, a portion of the fund is set aside for purchasing reference books for the school rooms. According to law purchases are made for the graded schools only. The books are stamped with the public school library stamp and are accessioned separately but are shelved with the other books. Teachers make their own selections and may draw twenty books at a time keeping them a month. Their selections may include either library or school copies. The plan is simply a merger of common interests.

School duplicate collections in the Madison free library. M. F. Weil. Wis. Lib. Bul. 6: 136-8. N. '10.

While the course of study is carefully considered and books of useful information are given a place, the librarian always remembers in making up the duplicate collections that the chief aim of such a collection is "to give the child a taste for good literature." The children's librarian makes up the collections with suggestions from the teachers. Each book in the

collection contains two book cards. One of these is kept at the library, marked with the grade and name of the school to which the book is sent. Typewritten lists with carbon copies are made of the books loaned to each grade. The carbon lists are sent with the books so that each teacher can check her books by the list. The children use their regular library cards and draw books at school, the teacher acting as librarian. When the books are returned to the library they are discharged and the circulation counted from the number of names on the book card. "An important phase of school duplicate work, upon which the success of the collections often depends, is the school visiting by the children's librarian. The visits certainly strengthen "the bond between school and library," giving the children's librarian a better understanding of school conditions and needs, and giving the child a personal knowledge of the library."

School libraries and their value. J. C. Dana. Pub. Lib. 11: 435. O. '06.

School libraries may be increased in value by creating in each teacher a special interest in the books sent to her school or room, by having her help select books for it, by getting her to try a wider range of books, and by encouraging her "to become familiar with books in general through the varied and varying collection she carries to her own schoolroom."

School-library meeting in Ann Arbor, Mich. Lib. J. 30: 286-7. My. '05.

"Some instruction is being given in the use of the library, including its classification and arrangement, the finding of books by means of catalogs, bibliographies and indexes, the use of the book, the value of the matter gleaned from the chapter and page headings, the use of the more important reference books, such as cyclopedias, dictionaries, gazetteers, atlases, etc. This is carried on to some extent in the high schools, but more largely in the normal schools. . . . The best method for cooperation . . . and one which is in successful operation in various places, is the combination of the public library and the school library in the high school or larger grammar school building. A room convenient of access both from the interior and exterior of the building, well lighted and appointed, with a permanent reference collection for the use of the school and a deposit of books from the public library for the school and public use, the hours so arranged that the public use does not interfere with that of the school—such a library is effective both to the school and the neighborhood at the least possible expense."

School library question in New York city. M. C. Ford. Lib. J. 30: 211-4. Ap. '05.

"Instead of teaching the children to use the public libraries, which are everywhere at hand, the educational authorities have set up a miniature plant of their own which has ten thousand different branches with an average annual maintenance fund of about four dollars and a half each. The greatest objection to the present class library scheme is not that the libraries are so small, but that they do not connect through with the larger libraries beyond. . . . The school is organically related to the home, the library, and the shop and the future of education lies in cooperation between these several institutions."

School work of a librarian. F. A. Hutchins. Pub. Lib. 10: 167-8. Ap. '05.

"To secure [a] love for books the librarian will send to the school . . . carefully selected volumes, which are wholesome, interesting, so related to the school work as to lead on the pupil whose imagination has been excited by some topics discussed in class, and so varied as to appeal to those with special aptitudes. . . . [The librarian] gives personal assistance to pupils who come to the library for aid in debates, in class work or in writing essays. . . . [He] gives talks, once or twice each term, to pupils, com-

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mencing with the fifth or sixth grade, on the care and use of books, card catalogs, encyclopaedias, tables of contents, indexes, periodical indexes, atlases, gazetteers and the use of the library."

School work of New York public library.

Lib. J. 33: 143-4. Ap. '08.

"The work with schools has been extended to 393 educational institutions, which are now visited once or twice a month, by library assistants. . . . The library has not insisted that teachers be held personally responsible for books lost by pupils for whom they have signed application blanks, and teachers themselves have not been required to name guarantors. . . . Substantially all magazines for teachers may be found in both the Bloomingdale and Chatham Square branches, while all other branches have smaller but representative collections of such magazines."

School work of the District of Columbia public library. G: F. Bowerman. Lib. J. 31: 165-6. Ap. '06.

In addition to other work for the schools, a study room for teachers has been fitted up on the second floor of the library. This contains books on educational topics. The room can also be used as a meeting place for teachers' clubs. A monthly educational bulletin is printed by the library and sent out to teachers.

School's point of view. J. E: Banta. A. L. A. Bul. 3: 184-90. S. '09.

"The superintendent of schools, who has to do with the oversight of educational matters, should be directly connected with the library in order that jealousy may not come from either side, in order that both may reach their greatest efficiency. We have our training schools for teachers. We are advocating in many of the states, and it has been begun in certain of the normal schools, that there be added to the curriculum library training. Not the detail of the work, not the technical work, all of it, but enough of it so that the teachers who are going into the public schools shall know how to use a library, how to use a card catalog, shall understand the value of indexes, of tables of contents, of a preface, shall know the nearest library to which they may direct their pupils. Where that has been worked out, as it has been in certain of the normal schools in New York state, it has resulted in marked advantage, so great advantage that other principals of normal schools are advocating the insertion of that subject in the curriculum and requiring it of teachers. Conversely, with all the benefits our libraries are receiving from the library schools along the line of technical work, I wish the time may come when those who go out from the library schools may serve an apprenticeship in the public schools also, that they may understand young life a good deal better than it is understood today by many of the librarians. . . . From the school side we advocate a pedagogical section in every library. Teachers, you say, should buy their own books, but it is not always possible that those school-ma'ams have been advanced in compensation in proportion to the cost of living. In the library they should find the tools with which they may work. Of course there is a limit to the amount of money that will be expended, but there are not a large number of new works on pedagogy that need to go upon the shelves. In pedagogy, as in other fields of books, there are many works that are ephemeral, and will soon be superseded. Let it be a special section if you wish, generally, it need be, and let these books be regarded as professional books and the teachers as a special class, not limited to the seven-day or the two-weeks period, but allowed to take these books and use them for the period of a month if need be. . . . All well-organized libraries today have the young people's library, or department, or room. Let the teachers assist in

the selection of books. They have not a wide acquaintance with them to start with, but as our normal schools take up this work they are coming out with a range of books adapted to first year work, second year work, third year work and the like. Let them have a hand in selecting the books for this library, and now and then it may be of advantage also if they can take some of the newer books to the school room and read a passage here and there to the children to interest them. . . . The assembling of books by grades at a particular time has a marked advantage, and the school men today recommend it to librarians, and ask it of them as well. . . . As the new books come in, let the teachers know. It costs something to print the list and send it out. Sometimes it can be done with the printing press, sometimes the daily paper will take it up. Sometimes it can be done thru mimeograph work or by many of the machines that make many copies, but all of it having reference to the wider education and the greater use of the library. Then, too, systematic instruction in the use of the library should be given in schools, not by the teachers, but by some one from the library. A teacher comes to be associated with the arithmetic, the geography and the language, but a new voice attracts attention. I have seen this matter worked out in the schools. An assistant librarian who was formerly a school teacher offered to take up the work and it was of marked interest to see how quickly the children responded. There can be a definite course of instruction along this line. It is being followed in a number of cities of my acquaintance, and a number of other librarians have written in regard to the matter."

Selective education. A. E. Bostwick. Educ. R. 34: 365-73. N. '07.

A discussion of the value of books as an aid to education. The aims of the New York library with reference to the schools are briefly stated.

Study and use of books. F. G. Blair. Nat. Educ. Assn. 1909: 852-9.

"It is surprising to discover that many children come thru twelve years of public-school instruction without having gained any facility in the use of a book as a means to an end. The book is made so often an end in itself that the child comes to feel that when he has finished a book he is thru with it. That may be so if the finishing of that book has increased his power to use books as a means to an end. All too often the schools fail to carry him on to this point of efficiency. . . . It is doubtful whether the school thru any other one line of endeavor has so great an opportunity to influence the life of our country as thru the use of books. Let us teach nature, and teach it well; let us teach industry and teach it well; but let us not forget that when we teach the children the twenty-third psalm, or A Man without a country, that we are utilizing a force, the most powerful force, to unify the minds and hearts of all the people, to create a spiritual unity, and to arouse a common patriotism. With all the enlargement of our curriculum, let us continue to give the book its proper place in the school and in the lives of the children."

Systematic instruction in the use of the library at Grand Rapids, Mich. M. G. Quigley. Lib. J. 31: 166-7. Ap. '06.**Travelling libraries for schools in New York city. Lib. J. 35: 162-3. Jl. '10.****Value of the study of reference work in public schools. H. R. Mead. Pub. Lib. 14: 238-9. Jl. '09.****What a country library and country school can do for each other. C. M. Hewins. Conn. Pub. Lib. Doc. No. 8: 33-5. 1901.**

The article describes what is actually being done by one public library for the schools. "Be-

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fore every holiday, the librarian sends the school a list of the books in the library upon it. When a new book comes that she thinks will be interesting to teachers, she lets them hear of it, and when the yearly box from the state arrives, invites them all to come and see the new books before they are placed on the shelves. Before the long vacation, she asks the children to come to the library once a week through the summer for a book-talk and shows them pictures that illustrate authors' lives, homes, and books. . . . She goes to every school in the town at least once a year, and gives book-talks to the children, asking for letters from them about the books they have read. The library has only a thousand volumes, but every year it buys a hundred for itself and receives another hundred from the state. Fifty of the two hundred are school duplicates, ten sets of five each, for the town is scattered and not ready yet for school consolidation."

What does each, the library and the public schools, contribute to the making of the educated man? C. E. Chadsey. *Nat. Educ. Assn.* 1909: 860-3.

"The public school must continue to accept the responsibility of developing power to use books intelligently. Those families in which the use of the library by the children develops naturally thru the intercourse and influence of the home are, unfortunately, a very small minority in most communities. Were this not true, the problem of the public school would be considerably simplified. There are, comparatively speaking, very few children who have homes with an environment which will encourage the continued, persistent, intelligent use of books. The problem before the public school is not to develop the habit of reading, but to develop the habit of reading wisely. America is now a reading nation, but nine-tenths of the matter read is valueless and often vicious. The excessive use of newspapers and popular magazines is so common as to be almost universal. If the public school met its responsibility effectively, the results in the sale of these papers and magazines and in the demand for a different type of literature would be most marked."

What some libraries are doing for the schools; symposium. *Nat. Educ. Assn.* 1908: 1081-7.

In the Cleveland public library the work with schools is divided into three sections: high school libraries, school libraries, and classroom libraries. These latter are being put into both the grammar schools and the primary schools. "High school work is chiefly reference work. In every high school there is a collection of books which is the property of the school itself. The public library supplements this collection and furnishes the library assistant to take charge of the work. The librarians of a number of high schools give a course in the use of reference books. Two of the high schools are at some distance from the nearest branch, and they are extending their work to the neighborhood. They are also in cooperation with the teachers of the grade schools near at hand. . . . School libraries consist of books from the main library and the collection varies in size according to the wants of the teachers and of others with whom the librarian comes in contact. And for this work we send out our librarians who work also with any neighboring schools (often with the Lutheran or parochial schools), and among the adults in communities that might not be able to get their books from a branch. . . . Books are constantly being sent out by the main library to supply the demands upon the school library." In addition, the librarian does story telling whenever it is demanded in the rooms of the building, and does reference work for the teachers, taking their demands down to the main library and hunting up just such books as are suited to their needs. A classroom library is a collection loaned to a teacher who keeps it in her schoolroom and

acts as its voluntary librarian. The teacher asks for the titles or subjects she desires. Each month a visit is made to the teacher, who then has an opportunity to ask questions concerning the books and to secure desired exchanges of books. Teachers are encouraged to come to the library to make their own selections and to confer with the school librarian. In one of the Cleveland public schools where many children of foreign parents attend, a story hour is regularly held, stories of biography and English literature alternating with history stories. Classroom libraries suited to beginners in English are used in this school. The Cleveland public library has a supervisor of reading-clubs. These clubs use rooms in the libraries. "Subjects for debate were frequently the outgrowth of their history and civics lessons. One club did quite a little general reading along the line of English history. . . . Their interest in this case was discovered by their accidental finding of Tappan's in the days of Queen Elizabeth on the table when they came for their first meeting. Current events formed a two-minute part of the program in several clubs. . . . One club of little girls gave their dramatized version of Stockton's Old pines and young dryad before an audience of parents and young friends." The public library at Hartford, Connecticut makes a special effort to send to the schools, books, that tell how to make and do things. Many children are thus inspired to occupy and amuse themselves. One child made a miniature Wild West show, which is kept at the library as an exhibit. "Every public school teacher and every principal should make an opportunity when the child leaves the school to impress upon that child's mind that there is still an avenue for education before him in the contents of the public library."

What the library can do for the high school pupil. F. Hopkins. *Moderator-Topics.* 30: 264-6. D. 2, '09; Same. *Mich. Lib. Com. Report.* 10: 46-52; Same. *Lib. J.* 35: 55-60. F. '10.

What the library can do for the teacher. G. M. Walton. *Mich. Lib. Com. Report.* 10: 43-5. '09.

What the library does for the schools. (In First annual report of the Washington co. free lib., Hagerstown, Md., 1901-2. p. 8-9.) Q. 15p. pa. Washington co. free lib.

"The library makes special provision for the needs of the teacher, ten books being issued to each for school use besides those allowed for personal use. The time these books shall be retained is agreed upon between the teacher and the librarian at the time of charging them. The teachers in the county have very generally availed themselves of this privilege in the use of the books which the library contains on educational topics. Some of the teachers have also derived great benefit from the use of books in the school room, while others have still to realize that books other than text books are of use in the school room as a stimulus to the mind of the pupil. Many of the teachers are in the habit of sending pupils to the library to look up supplementary work for their classes. In this connection, also, it is a pleasure to report that during several months last season a teachers' reading class held its weekly meeting in the lecture room of the library."

What the school needs from the library. I. Austin. *Lib. J.* 34: 395-8. S. '09.

The rote system of instruction has not been altogether outgrown, so that teachers have not come to feel the need of the library fully. The librarian should make teachers feel this need. The normal schools should be rescued first. Library bulletin-boards should have a definite place in each school building. Here should be kept a catalog of the library, lists for special

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purposes, news notes, etc. "Keep the bulletin changing and alive?" Have a special corner at the library for teachers and their reference books and periodicals. Teach them to use the library so that they may wait upon themselves. Let them have liberal privileges in borrowing books. Give teachers reliable guidance in the choice of books on given subjects. Help and encourage them to adapt stories themselves from the originals rather than to use "written down" stories from so-called "children's book." Lend pictures and lantern slides to the schools. The librarian in her direct dealings with children would find mother's meetings at the library profitable. Class room libraries lent to the schools, branch libraries near school buildings, story hours, library exhibits and lectures, reading circles directed from the library and personal guidance of every child in his reading are other means of bringing teachers, children and libraries together.

Why does the school need the library? J: F. Riggs. Pub. Lib. 10: 507-9. D. '05.

"By making the library the center of the schools and recognized as an organic part of the school system, children would be drawn to the library more and more, and its value to them greatly increased."

Work with children and schools in the Portland, Oregon, public library. H. E. Hassler. Lib. J. 30: 216-7. Ap. '05.

"There are 62 schools in Multnomah county outside the city limits of Portland. Most of these are off the car line or a long distance from town, so that the children are debarred from library privileges and in many instances shut out entirely from opportunities for good reading. . . . Boxes of . . . 20, 30 or 60 books, according to the size of the school, these boxes to be kept three or four months then exchanged with a neighboring school and finally returned to the library in June [were sent out]. . . . For the schools located near the city, the directors drive to the library to get the books."

Work with high schools; report of the committee on high schools of New York state library association. M. E. Hall. Lib. J. 30: 509-11. O. '11.

In Cleveland, Newark and Passaic, work has been undertaken which shows great possibilities "when the high school library comes under the management of the public library as one of its branches. In Elmira, the high school library was classified and cataloged by the librarian of the public library, and there is close co-operation between the teacher of English in charge of the school library and the workers in the public library. Before the students enter high school they receive in the public library such definite instruction in the use of a library that they are able to work more or less independently in both school and public library. Three lessons are given to groups of fifteen pupils at a time. . . . In Utica, with the cooperation of the superintendent of schools, it has been possible for high school classes to come to the public library for definite instruction in the use of reference books and the card catalog. In Binghamton twenty talks have been given to high school classes, the pupils coming to the library in groups of from thirty to forty, their teacher coming with them, and the time devoted to this library work counted as one recitation. . . . In Binghamton, besides setting aside two stacks in the reference room, where high school teachers may have reserved for students books needed for supplementary reading, the library details a special assistant to take charge of this high school collection from four to five o'clock every afternoon, and gives her time to the students."

Work with schools. Pub. Lib. 14: 141-2. Ap. '09.

Reprinted from circulars sent to the public schools of Buffalo and Springfield, Mass., by the public libraries of those cities. The Buffalo letter is addressed to pupils and the Springfield letter to teachers.

Work with schools. C. Bacon. A. L. A. Bul. 3: 214-5. S. '09.

Work with schools. A. D. Chamberlin. Vermont. Lib. Com. Bul. 4: 1-4. S. '08.

An account is given of what has been done in the schools by the Abbott memorial library, Pomfret, Vt.

Work with schools in New Rochelle. J. F. Brainerd. N. Y. Libraries. 1: 108-9. Jl. '08.

"Every month we go over the current magazines devoted especially to educational subjects and select the articles on education or allied subjects which might prove valuable to teachers. A typewritten list of these articles is then sent to each school and posted on its bulletin board. With these monthly lists we include a list of any new educational books added to the library. Teachers sometimes take advantage of the privilege they have of requesting the purchase of any books they may need for class work or special study."

Work with the schools. Pub. Lib. 11: 84-5. F. '06.

Bibliographic training and elementary instruction in the use of ordinary reference books—encyclopedias, dictionaries, indexes and atlases, should be done by the school. . . . We would be surprised to find what a small per cent of grammar and even high school pupils know how to use indexes, or have any idea in regard to the date of the publication, the publisher, author, or editor." A general course in bibliography, reference work, and children's literature in normal schools would be of great advantage in bringing libraries and schools into harmony.

Work with the schools. J. E. Elliott. Wis. Lib. Bul. 1: 20-1. Mr. '05.

Libraries and social settlements. See Social settlements and libraries.

Libraries as social centers.

See also Clubs for children; Lectures.

Books and life. E: A. Birge. Lib. J. 31: 203-11. My. '06.

Work with children is more and more becoming a large factor with libraries, and this work should be such that in after life these children will continue to be reading men and women. The influence of the library over women is large and is productive of great good in transmitting and extending the life of culture. Libraries have not heretofore reached men to any extent. That is a problem to be solved. Pratt Institute, Brooklyn, maintains a technical library for men, "housed in its own rooms and administered by a special librarian," who is competent to act as a guide in the use of books. Ordinarily the income of a library will not warrant the establishment of such a feature. Many libraries provide rooms where men can come in their working clothes—where they may or may not smoke—and where they can find newspapers, trade journals, magazines, and such literature as will appeal to the class of men who do not ordinarily use a library. It is the function of the library to educate the community to use books, and to do this it must assume new duties, until its influence touches the life of of the community at every point."

Libraries as social centers—Continued.

Branch libraries as social centers. O. Leonard. *il. Survey*. 25: 1038-9. Mr. 18, '11; Same. *Lib. J.* 36: 299-300. Je. '11.

The policy of the St. Louis library is very broad in the matter of granting the use of the building to outside organizations. The results are very gratifying. "The people feel at home. They do not fear that any one wishes to lead them away from the faith, opinions, or ideals of their fathers. They are not beholden to any one for the shelter so generously proffered by the public library. The taint of charity is not there. The library is public. Every man, and woman pays his or her share toward its maintenance. They come as they would to their own." Some of the organizations meeting in one of the branch libraries in a crowded part of the city are the Socialists, Industrial workers of the world, Boy scouts, Equal suffrage league, Women's trade union league, Lithuanian club, and a Polish self-culture club.

Experiment. E. F. McCullough. *Ind. State Lib. Bul.*, No. 11: 2. Mr. '06.

When the library at Elwood, Indiana was opened it contained a men's smoking room in the sunniest corner of the basement. It was well furnished but the men did not come. Games were added and piles of old magazines, but still they did not come. Then a series of Sunday afternoon talks were held in the adjoining auditorium. By these the room was advertised and has since been considered a paying investment.

How to interest working men in the use of the library. W. F. Stevens. *Pub. Lib.* 16: 93-5. Mr. '11.

The institutional library at Homestead, Pennsylvania, one of three libraries of its kind established by Andrew Carnegie, has facilities for developing the mental, moral and physical sides of life. An athletic club with billiard room, bowling alley, shower baths, swimming pool and well equipped gymnasium looks after the physical side of the community life. The intellectual and spiritual needs come within the province of the library proper with its allied educational department. To the educational department belongs the night school and the various musical clubs. Thru the night school 3000 books were circulated during a period of six months. In the musical clubs 140 out of a membership of 260 are men. "The circulation of music, including books on theory and scores, is approximately 5,000. The attendance during the past year was 3,500. The total attendance in scientific, musical and literary departments was 7,100." The library encourages the formation of literary and study clubs but they are not made an official part of the institution. "At the present time there are 23 such organizations, with a total membership of 812. Of this total, 220 are men, many of whom are doing definite study club work that requires the use of the library. About one-half of this number of men might be classed as working men. These clubs have a union meeting at least once each year, under the title of the United literary clubs of Homestead." Branch stations are maintained in distant mills, mining camps or outlying villages for the benefit of workers who live beyond the immediate influence of the library.

Innovation in library meetings. L. E. Stearns. *Lib. J.* 31: 55-7. F. '06.

The average librarian does not realize that the reading room is a public convenience and reformatory all in one, "competing with the saloon, the dive, the dance hall, the gaming table," to enter into this competition "there must be an atmosphere of welcome and a homelike feeling that breathes freedom and fellowship." Rigidity of rules, stiffness and conventionality will keep away those who most need to come. The proprietor of a popular amusement resort would not ring a bell at nine o'clock for his visitors to

go. "His whole attitude and action will speak a welcome when you come, a pleasure while you stay and a God-speed when you go." "Public libraries should be regarded as centers of influence rather than as institutional or functional."

Libraries and recreation. E. McKnight. *Lib. Assn. Rec.* 7: 72-6. F. '05.

"The provision of the best books, and the best means of enabling the public to be furnished with those books, were considered not very long ago the be-all and end-all of the librarian's art." Now however there are evidences of a desire for extension in what are scarcely legitimate directions." Recently a deputation headed by Sir Oliver Lodge called upon the library committee at Birmingham and asked for "more general facilities in the city for the people to spend their leisure time indoors, where games, conversation and smoking might be permitted without charge." The expense is an objection to this but another reason for not permitting it is that the work of public libraries is not social reform. The experiment of opening a newspaper room where smoking was permitted has been tried at Chorley, but only a small percentage of those who used it smoked. Readers used the room because it was more quiet than the general reading room and because they could sit down and read the newspapers. As it did not serve the purpose it was opened for, it was dispensed with after five years of trial.

Library and the social center. L. E. Stearns. *Wis. Lib. Bul.* 7: 84-5. My. '11.

"Experience has shown that where no efforts are made along the lines of library extension only 10 per cent or at the most 20 per cent of the people are reached in any given community. Libraries should be quick to realize that the social center offers a most excellent opportunity to reach those that might not otherwise take the time to avail themselves of library privileges. The free public library should therefore be made an important part of social center work through active and sympathetic cooperation." Where the library has the necessary facilities there is no reason why the library building should not serve as the social center for the community. In cities where parochial schools exist, the library building may afford a better place than the school house. But wherever the social center may be located the library has a part to play in emphasizing the use of books. A librarian of peculiar fitness for such work should be provided either by the library or by the social center authorities. Those who cannot afford correspondence courses should find material for self help at the social center library. Wholesome novels should be provided. The rules for the issuance of books should be as simple as possible. A reading room, light and attractive, and stocked with the best popular magazines should be an important feature. Attractive libraries and reading rooms make less attractive the seductions of other places. "George Eliot said long ago, 'Important as it is to direct the industries of men, it is not so important as to wisely direct their leisure.' It is indeed true, as a critic of our national life has said, that 'The use of a nation's leisure is the test of its civilization.' To win people to a love of good literature, to bring back the old days of reading and meditation, are two of the great problems that confront the present-day librarian."

Library as a social center. G. Countryman. *Minn. Pub. Lib. Com. Notes*. No. 5: 3-5. D. '05; Same. *Pub. Lib.* 11: 5-7. Ja. '06.

"If there is need of a home for social intercourse and amusement, the library may legitimately attempt to furnish such a home within its walls. If there are social or study clubs, organized labor guilds, or missionary societies, or any other organizations, encourage them to

Libraries as social centers—Continued.

meet at the library, find out what they need, let them find out that the library is their co-operative partner. . . . The whole building at all times should be managed in the broadest spirit of hospitality, the atmosphere should be as gracious, kindly and sympathetic as one's own home. Then do away with all unnecessary restrictions take down all the bars, and try to put face to face our friends the books and our friends the people."

Library as the educational center of a town. A. E. Bostwick. Pub. Lib. 12: 171-4. My. '07.

"The library uses books as a means of development, not without the aid of personal influence, but without taskmasters; not without discipline, but without compulsion." In many communities the library is looked to as "a center in matters having no direct connection with books. It is a museum on a small scale; a lecture bureau; the maker, sometimes the publisher, of lists and bibliographies. . . . The up-to-date library strikes out toward every member of the community and it strives to draw each one to itself. . . . Let us at the very center of the town's mental and moral life erect an institution, which, having as its basal object the collection, preservation and popularization of the records of what has been worth while in the past, may serve also as a support to what is good in the present and a ladder on which the community may mount to still better things in the future."

Library club room for men. M. Catlin. Wis. Lib. Bul. 2: 29-30. Mr. '06.

The club room is open to men and boys from 2 to 6 p. m. and to men (but not to boys under 16) from 6 to 10 p. m. The room contains a billiard table and games such as checkers, chess, dominoes, etc. It is also supplied with papers and magazines, the latter being principally technical. The club room supports itself, twenty cents an hour being charged for the use of the billiard table. The room is principally patronized by boys from fourteen to twenty. Few men come, perhaps for one reason because smoking is not allowed. The attendance averages thirty-five during the evening. "I can safely say that our club room has been a success and is a most valuable adjunct to the library."

Library smoking room. E. McCullough. Pub. Lib. 11: 259. My. '06.

New York public library assembly halls. M. J. Simkhovitch. Char. 15: 885-6. Mr. 17, '06.

Libraries are maintained by taxation. Then the buildings should be freely used by the community. The library should be a neighborhood center. The halls may be used for "loan exhibitions of good pictures, flower shows, exhibitions by the Board of health, the Tenement house department, the Department of public charities, the Park department." The halls ought to be open for the free discussion by the neighborhood of its neighborhood needs."

Place of the library in the social life of a small town. L. L. Pleasants. Pub. Lib. 13: 7-8. Ja. '08.

"If the library is not the center of the social life of the small town, something must be wrong with either the library or the town, and the librarian should set herself to work to find out what is the matter. . . . If I were to build a library I would build one with a great many small rooms that were always bright and cozy. I should have one for the boys' club and one for the women's club, one for the story-hour and one for games on winter evenings, one for committees and one for conversation."

Social aspect of the public library movement. F. Haworth. Lib. World. 7: 169-74. Ja. '05.

A query as to what part the library plays in the social life of the community.

Social opportunity of the public library. E. L. Adams. Pub. Lib. 14: 247-9. Jl. '09.

The librarian, the educator and the social worker should join forces for social betterment. The librarian should "apply the same organizing ability to cooperation with other social workers that he has shown in the development of work with schools. Social workers should address library conferences and librarians, social conferences. There should be committees in state and national library associations to consider ways and means of forwarding cooperation with similar associations and social workers." The individual librarian should attend popular meetings, debating clubs, workingmen's clubs. The library should be stocked up with fresh sociological material—books, periodicals, pamphlets, clippings, society proceedings and pictures. Large libraries could profitably employ research workers or statisticians. Such a worker would "find out what the library is actually doing, at what cost each department is maintained . . . and whether the cost is justified by results. The prevailing occupations, religions, and customs of the foreign population should be studied. Branch librarians should know the extent of anarchism and the active propaganda of socialism in their districts. As a welfare worker the statistician might investigate the causes of so many breakdowns among library workers. In one large library in 18 months, 79, almost 19 per cent, of the staff resigned, and 42 were given indefinite leave of absence. A social supervisor for branch libraries who would get in touch with the social activities of each district and aid in making the branches social centers would help. Cooperation with settlements and the district secretary of the Charity organization society are possibilities. Social bibliography should be made a specialty in the library."

Social work of the St. Louis public library. A. E. Bostwick. Pub. Lib. 16: 194-5. My. '11; Same. Lib. Assn. Rec. 13: 208-10. Je. '11; Same. Lib. J. 36: 462-3. S. '11.

Notes on this article are given under the heading Library extension.

Use of the library lecture room. S. H. Ranck. Lib. J. 36: 9-14. Ja. '11.

Notes on this article are given under the heading Lectures.

Libraries for librarians. See Librarians' libraries.

Libraries of associations, clubs, etc.

What the Y. W. C. A. library means in Brooklyn. F. D. Fish. Lib. J. 36: 181-2. Ap. '11.

Libraries of museums. See Museums, Libraries of.

Libraries of newspapers. See Newspaper libraries.

Libraries on ships. See Ships' libraries.

Library accounts. See Accounts.

Library administration. See Administration.

Library advertising. See Advertising the library.

Library anecdotes.

Some library stories. *Outlook*. 85: 370-2. F. 16, '07.

Library architecture. See Buildings.**Library assembly halls. See Assembly halls.****Library assistants' association.**

Arguments for and against the affiliation of the Library assistant's association with the Library association of the United Kingdom. *Lib. Asst.* 5: 68-79. Mr. '06.

Library assistants' association: an outline of its development and work. W. B. Thorne. *Librarian*. 2: 124-7, 163-6. N.-D. '11.

Statement of its use and objects. G. E. Roebuck. *Lib. Asst.* 5: 170-3. O. '06.

Library association, England.

Arguments for and against the affiliation of the Library assistant's association with the Library association of the United Kingdom. *Lib. Asst.* 5: 68-79. Mr. '06.

How the branch associations may help the library association. E. McKnight and E. A. Savage. *Lib. Assn. Rec.* 9: 109-19. Mr. '07.

"The only reasonable conclusion that we can come to is that the branches will be in the best position to help the London branch when they receive a little more help themselves. Till now the London branch seems to have given sparingly to the provincial branches, and to have taken everything save counsel."

Immediate future of the library association. L. S. Jast. *Lib. Assn. Rec.* 13: 384-8. N. '11.

Library association and its branches. A. W. Pollard. *Library*, n.s. 8: 316-29. J1. '07.

Library association in relation to the progress of the public library movement. W: B. Thorne. *Lib. Assn. Rec.* 12: 84-95. Mr. '10.

The library association prepared the act of 1892, besides engaging in other legislative activities. It cooperated in the publication of Anglo-American cataloging rules, published a pamphlet on the Establishment of libraries, a Class list of best books and other pamphlets. A collection of lantern slides and a popular lecture on libraries is among its activities. The efforts of the education committee to raise the standard of efficiency among library assistants amounts to a system of registration.

Library of the Library association. E. W. Hulme. *Lib. Assn. Rec.* 9: 296-301. Je. '07.

Proceedings of the thirty-first annual meeting at Brighton, 1908. *Lib. Assn. Rec.* 10: 554-623. N. '08.

Professional registration. *Lib. World*. 10: 441-4. Je. '08.

This article is a discussion of the Jast-Sayers scheme for the registration of qualified librarians by the Library association.

Registration of librarians: a criticism and a suggestion. L. S. Jast. *Lib. Assn. Rec.* 10: 325-35. J1. '08.

Mr. Jast argues that the registration of librarians in England should be in the hands of the Library association.

Library association record.

How to improve the Library association record. G. T. Shaw. *Lib. Assn. Rec.* 9: 120-7. Mr. '07.

"The Library association record does not rouse the interest of the members sufficiently to read it, not to mention contributing to it. . . . The first great want is a section for an authoritative exposition on all matters affecting libraries, and I include under this heading, matters literary and bibliographical as well as administrative. The Record should not only express the general opinion of the members on any subject, but should and could be the means of possibly creating opinion, certainly confirming opinions. All criticisms of libraries should be commented on and if erroneous corrected."

—Discussion. *Lib. Assn. Rec.* 9: 143-52. Mr. '07.

Library associations and clubs.

See also American library association; Library assistants' association; Library association; Library congresses; Staff meetings.

Handbook of the library clubs of Mass. pa. '04. Mass. lib. club, Brookline, Mass. *Lib. J.* 30: C17-21. S. '05.

History of library associations. W. W. Howe. *Library Assn. Rec.* 12: 57-64. Ja. '10.

The first international conference of librarians was held in New York in 1853, but resulted in nothing definite, a meeting in Philadelphia in 1876 resulted in the formation of the American library association. In 1877 the first library conference ever held in Europe met in London. The Library association of the United Kingdom grew out of this meeting. State associations in the United States and branch associations in Great Britain gradually came into existence. The Library assistants' association was organized at London in 1895. Its object is to improve the status of library assistants. In 1909 this association had a membership of 446 and had been publishing a journal, the *Library assistant*, since 1897. This association also has branches. The Scottish library association was inaugurated in 1908. At an intercolonial library conference at Sydney in 1896 the Australasian library association was organized. The Canadian library association was formed in Montreal in 1900. German librarians organized the Verein deutscher bibliothekare at Marburg university in 1900. The official organ of this association is the *Centralblatt für bibliothekswesen*. The Association des bibliothécaires français was inaugurated in 1906. It maintains an information bureau for its members, systematically informing them of professional vacancies and appointments. The Società bibliografica Italiana was founded in 1896 and aims to foster bibliographical research and to work for the development of public libraries in Italy. The chief purpose of the Danmarks folkebogsamlinger which was founded in 1905 is to obtain cheaper prices of books.

History of the Indiana library association. H. Lindley. *Lib. Occurrent*. 2: 88-90. D. '09.

History of the Wisconsin library association. *Wis. Lib. Bul.* 5: 76-9. S. '09.

Library associations and clubs—Cont.

Innovation in library meetings. L. E. Stearns. Lib. J. 31: 55-7. F. '06.

In Wisconsin at a district library meeting only two papers were given by librarians and the rest of the time for a three session program was used by citizens who in various places had made thoro investigations of the local libraries, their needs, shortcomings and remedies. The session was most interesting.

Library associations and library meetings. F. P. Hill. Lib. J. 36: 487-9. O. '11; Same. Pub. Lib. 16: 369-71. N. '11.

Much of the success of the library movement in America is undoubtedly due to the splendid efforts of the various library associations, but "in spite of all the good which has resulted both directly and indirectly from these conferences, it is possible to have too many associations and too many meetings." The tendency of those interested in special phases of library work to draw apart from the general organizations in order to form associations of their own, is being carried too far. Librarians may be asked to spend altogether too much of their time attending meetings, and at these meetings themselves there is apt to be too much duplication. "Looking back over the 35 years of the history of the A. L. A., we find the same old topics on the programs, discussed not only year after year, but by one association after another, until we can almost tell beforehand just what will be found on the program for a library meeting." There is a question as to whether the perplexities of the librarian's calling merit so much discussion, and rather than the formation of new associations and the subdivision of old ones, some form of consolidation should be encouraged.

Library associations in Denmark and France. Lib. J. 31: 274-5. Je. '06.

The chief purpose of the Danish association which was organized in Nov., 1905, is to obtain better prices for books. The result is libraries are given a discount of not more than 25 per cent on purchases. In return the librarians' association agrees not to accept orders for second-hand books.

Library organizations. Pub. Lib. 16: 333. O. '11.

Library work and the New York library club; symposium. Lib. J. 35: 243-53. Je. '10.

Medical library association: a few observations. H. M. Barlow. Lib. Assn. Rec. 12: 174-89. Ap. '10.

Notes on this article given under the heading Medical libraries.

Membership in library associations. N. Y. Libraries. 2: 250-1. Jl. '11.

The question as to the value of membership in either the A. L. A. or the state association to one who cannot attend the meetings has been put forward. "Of course it is impossible to estimate the exact value of such membership in terms of money, but it is entirely safe to say that in the majority of cases, regular and continued membership in either of these associations will prove profitable, even in financial returns. Nothing is more important for a librarian's advance in efficiency and recognition than the development of a professional spirit and interest, and there is no more effective way of developing this spirit than by close affiliation with one's fellow workers. . . . This larger spirit and the larger efficiency that comes with it can not be cultivated, however, with the thought of personal gain chiefly in mind. To put before oneself the question whether it will pay to join one of the

associations mentioned, is to neutralize in a large measure the benefit which membership should bring. The true professional spirit is gained by thinking, not of oneself but of one's work and the cause to which he is attached. The librarian who will get the most out of association with his fellows is the one who asks, not what I can get from this association, but what can I give to it, how can I help and promote the cause for which it stands."

Proposed association of French librarians. Lib. J. 31: 173-4. Ap. '06.

Summary of the library associations and clubs of the world. J. C. Dana. Lib. J. 30: C21-6. S. '05.

Value of associations. A. E. Bostwick. Lib. J. 33: 3-9. Ja. '08.

Because the American library association has become large and unwieldy there is need for smaller specialized sections.

What state and local library associations can do for library interests. C. Dana. Lib. J. 30: C17-21. S. '05.

What the state library association should do for the small library. Lib. J. 31: C251-2. Ag. '06.

The meetings should prove of especial help to assistants. They meet the public much more often than the librarians do.

Library boards. See Trustees.

Library buildings. See Buildings.

Library bulletins. See Bulletins.

Library clubs. See Library associations and clubs.

Library clubs for children. See Clubs for children.

Library commissions.

See also League of library commissions; Legislation—United States; Organization of libraries.

Better support for libraries. C. F. Baldwin. Wis. Lib. Bul. 3: 30-2. Mr. '07.

The aim of the commission is "to inspire communities with a desire for library service. . . . to foster zeal in library work . . . to promote the efficiency of libraries already established." The commission sees the need of the state as a whole and brings to each community practical suggestions adapted to its needs. The lack of funds is often due to want of appreciation of their need. The commission thru the press, the platform, club meetings, and social gatherings should urge the need of better support for libraries. "The public are the taxpayers, and if they are convinced that the library is a necessity, they will be willing to pay for it." The commission too can call attention to the large opportunities afforded by libraries for the use of private benevolence. It can also help the librarian to win the support of the community by setting a high standard for the library. "It is the duty of the commission to establish close relations with every librarian and friend of libraries, to cultivate in all library workers an esprit de corps, loyalty to their profession, and devotion to the common cause of increasing the sum of general intelligence."

Commission and the local library. C. F. Baldwin. Wis. Lib. Bul. 7: 112-7. Jl. '11.

The function of the commission in organizing libraries has been clearly recognized, but, beyond this, the relation of the commission to

Library commissions—Continued.

the already established library has not been defined. This may be because, so far, the commission has been kept too busy with its work of organization to devote much time to its other duties. Many commission workers maintain that the library has no part in the administration of local library affairs beyond the wise dispensing of funds and the recommending of books. "But experience has shown that the establishment and technical organization of libraries is only the beginning and that the 'advisory work with libraries is limited only by the resourcefulness of the commission itself.' This work has developed by meeting the needs of libraries, and librarians and trustees may help the commission by making known their needs and calling upon the commission for help in all sorts of problems." The ideal commission should be "a guide, counsellor and friend to all library workers in the state, never dictating or offering untimely criticism, but tactfully maintaining an attitude of helpfulness, serviceableness, and understanding which results in a mutual feeling of perfect confidence." Among the concrete problems of library administration which the commission may assist in solving, the problem of finance may be considered first. "The commission collects reports and statistics which furnish valuable information for comparison with other libraries. Interested trustees find great satisfaction in working out such comparisons, and librarians may help by keeping careful records, and above all by sending reports promptly. . . . In dealing with city councils, county or township boards, comparative statistics are again of value, and the presence of the state officer with an authoritative statement regarding the library law is often all that is needed to carry the day for the library." Business methods have been neglected in many libraries, but the commission, by furnishing uniform blanks for accounts, has helped to put administrative matters on a better business basis. The library commissions have helped local libraries by raising the standard of library service. The first means to this end has been the summer school. "This educating process is continually going on at state and district meetings, and as a higher ideal of the library's place in the community is established, the dignity of the librarian's office will be recognized, and vice versa—as better service is rendered by the library to the community at large, so will the dignity of the institution be augmented." The commission has been able, in many cases, to act as mediator between librarian and board of trustees when differences of opinion have arisen. Important as these details of management may be, it is in the broader civic work of the library that cooperation with the commission is most needed. The librarian in the small town has few opportunities to come in contact with the great movements for civic and social betterment. There are, in every state, boards which are working for the conservation of human life and natural resources; there are furthermore national associations, such as the American civic association and the peace society whose work should be known by all. "The commission should serve to bring the local library into communication with all these state and national organizations, not only by publishing lists of available publications, but often distributing such material, and seeing to it that it is brought to the attention of the public. The commission not only supplies literature, but should be able to furnish lecturers, or at least put the librarian into communication with such. . . . The service of a library commission should be measured not by the numbers of libraries established, not even by the number of books available to the reading public, but by the efficiency of library service throughout the state. The ideal commission then will not be satisfied when every town of a certain population has a library (although this gives much ground for genuine satisfaction) not even when these libraries are well housed, well chosen, well organized and economically administered, but must help to keep always before the librarians and trustees a broader vision of the library's possibilities, un-

til each library becomes a real factor in its community in 'the fight against ignorance, dullness, selfishness and materialism' and in the development of a higher ideal of citizenship so that each community however remote will realize that it may 'keep abreast of the advancing march of civilization' and have a share in the world wide movements for social regeneration."

Co-operation on the part of commissions with public libraries in their efforts to reach the farmer. C. H. Milam. A. L. A. Bul. 4: 746-51. S. '10.

Notes on this article are given under the heading Library extension.

Experience of a free lance in a western state. L. E. Stearns. A. L. A. Bul. 3: 345-8. S. '09.

Future of library commissions. Lib. J. 31: C204. Ag. '06.

Handbook of the State library commission for the state of Delaware. F. B. Kane, Comp. 1-102. '04.

History of the Wisconsin free library commission. Wis. Lib. Bul. 5: 73-6. S. '09.

Instructional work of library commissions. A. S. Tyler. Pub. Lib. 10: 60-1. F. '06.

"To have a regular instructor employed by the commission, who shall go to the libraries of the state and give personal instruction to the librarian and assistants, and supervise the proper organization of the library, would seem to be the ideal arrangement." This however would be a slow process and at present does not seem to be feasible. The best way seems to be a summer school course of from four to eight weeks, the school associated with some educational institution whenever possible. If adjacent states would combine through their commissions it would build up stronger schools. Informal instruction might well be given at state library associations by means of a round table.

Jersey roads and Jersey paths. S. B. Askew. A. L. A. Bul. 3: 352-4. S. '09.

League of library commissions year-book, 1907; comp. by C. F. Baldwin. D. 74p. League of library commissions.

This year-book is intended to "furnish a convenient reference book regarding the organization and present methods of work of each commission, with a complete directory of commission workers." Twenty-seven states are now undertaking library extension work. Of this number twenty-two act thru library commissions. Massachusetts was the pioneer in this movement establishing a library commission in 1890. The commission may grant \$100 in books to any town upon the establishment of a free public library. New Hampshire in 1891 enacted a law nearly identical with the Massachusetts law. In 1892 New York developed "a system of state supervision of libraries with more complete centralization than has yet been attempted in any other state. The work has been done by the Home education division of the University of the state of New York, the director of the state library being also director of Home education, so that the two interests have been identified. Under the law, the regents of the University were given power to issue charters and give financial aid to libraries which fulfilled certain conditions. These libraries are supervised and inspected yearly. New York was the first state to establish traveling libraries, the first libraries being sent out in 1893. Other activities of the division include a library school, extension teaching, publication of reports, study

Library commissions—Continued.

club outlines and aids in book selection. . . . In Connecticut, a public library committee appointed by the state board of education was created in 1893. This committee has advisory powers, and is authorized to give direct financial aid to libraries. In 1903 an appropriation was made for traveling libraries and a library visitor has been appointed. In 1894 Vermont passed a law similar to that of Massachusetts and in 1900 added the feature of traveling libraries, and appointed a secretary to make personal visits to libraries. . . . The Wisconsin commission was organized in 1895, and became the pioneer and model for work in the west. . . . Beginning with a nominal appropriation of \$500, the commission now has \$23,500 a year, and its work is carried on thru three departments, (1) traveling libraries, (2) department of instruction, which includes the work of organizing and visiting libraries, the summer school, institutes, and the permanent library school opened in 1906, and (3) the legislative reference and document department. Field work and instruction by personal visits has been emphasized from the start, and a large proportion of the appropriation has been expended for salaries and administration." The Ohio commission established in 1896 has charge of the state library and appoints the state librarian. Traveling libraries are a department of the state library. "The Georgia commission established in 1897, is advisory only and has no appropriation. In 1899, commissions were established in seven states, two more following in 1900, and five others in 1901. Of these states, the group in the middle west,—Indiana, Iowa, Minnesota and Nebraska—have followed the lines laid down by Wisconsin, each having a system of traveling libraries, and emphasizing field work and instruction. All but Nebraska conduct a summer school. Nebraska has emphasized work with school libraries, which have no other assistance from the state. . . . Michigan aids in the organization and extension of libraries thru two agencies: The state library has charge of the traveling library system, and supplies books to communities having no libraries; the board of library commissioners are concerned with building up town libraries, and to this end have a system of registered free libraries to which 100 books are loaned for six months. . . . Pennsylvania, which established its commission in 1899, has a system of traveling libraries sent out under the direction of the state librarian. In 1907, a consulting librarian was appointed to further the extension work. Of the eastern group of states, Maine, New Jersey, and Delaware followed the plan of their neighboring states in offering direct financial aid to public libraries, all of them adding the feature of traveling libraries. Maine held a summer school in 1904. Delaware employed an organizer for a time, and New Jersey now employs an organizer regularly, and conducts a summer school. In Maryland the state library commission encourages the establishment of libraries, and operates a system of traveling libraries. An organizer is sent out for a few months service when funds are available." In Washington a commission was established in 1901 which since 1903 has charge of the state library. "The state librarian has a free hand in extension work, conducts a system of traveling libraries, a summer school, and has inaugurated a legislative reference department. . . . In 1903, California established an extension department of the state library to carry on the various branches of commission work. The Colorado traveling library commission was created in 1903, and has established a flourishing system of traveling libraries." In 1905 Oregon established a commission which controls the school libraries and establishes traveling libraries. In 1907 Missouri and North Dakota established commissions. "In Missouri, the law is very comprehensive, including supervision of school libraries and courses of lectures on library administration in the normal schools in addition to the usual lines of commission work. In North Dakota the chief work of the commission will be the establishment of a legislative reference department, and the reorganization of the traveling libraries which are now under the Department of public instruction."

Library commission law of Illinois. Pub. Lib. 14: 301. O. '09.

The commissioners of the state library are empowered to appoint two persons, who, with the state librarian shall constitute the Illinois library extension commission. This commission is to exercise the usual functions of a library commission, under the advice, counsel and control of the board governing the state library. Provision is made for the appointment of a library organizer and the purchase and circulation of traveling libraries. A small appropriation of \$1500 a year for inaugurating the work is available.

Library commissions and rural schools.

C. Marvin. A. L. A. Bul. 2: 314-6. S. '08.

Notes on this article are given under the heading School libraries.

Minnesota public library commission; fourth biennial report, 1905-1906. O. 88p. pa. Minnesota public library commission, St. Paul.

"The purpose of the commission is to encourage and direct the work of library extension in the state, by establishing libraries in all communities able to support them, by improving libraries already established, and by maintaining a system of free traveling libraries from which any town, village or community may borrow books." The commission assist public libraries by awakening "public interest through correspondence, printed matter, personal visits, or public meetings for discussion of the library proposition." It gives advice "regarding laws and methods of organization, selection of books, furniture and supplies" to towns which are trying to start libraries. Visits are made to libraries already established and council in regard to methods of work is given. When new libraries are organized practical assistance is given in classifying, cataloging, and in installing proper business methods. The commission conducts a summer school, sends out traveling libraries, and serves as a clearing house for periodicals.

Model library commission law. Lib. J. 34: 360-1. Ag. '09.

Model library commission law. J. Brigham. Lib. J. 30: C46-50. S. '05.

The Oregon library commission law is taken as a basis, and changes in it are suggested. The text of the Oregon law is given.

Oregon, Text of library commission law. J. Brigham. Lib. J. 30: C49-50. S. '05.

Our nearest task, library inspection. A. Kildahl. For Folke-og Barneboksamlinger. 4: 138-43. D. '10.

Work of the Indiana commission briefly described.

Proportional expenditures of library commissions. M. Dewey. Pub. Lib. 10: 137-8. Mr. '05.

Public libraries; their history in Wisconsin. (p. 18-9. In books for the people, by H: E. Legler.) D. 22p. pa. gratis. H: E. Legler, Milwaukee, Wis.

The work of the Free library commission of Wisconsin may be briefly summarized as follows: "(1) Supervision. Works for the establishment of public libraries in localities able to support them. Visits libraries for the purpose of giving advice and instruction. Collects and publishes statistics of libraries for the guidance and information of trustees. Prints a bi-

Library commissions—Continued.

monthly bulletin, news notes and suggestions to keep librarians and trustees informed in regard to library progress thruout the state. Gives advice and assistance in planning library buildings and collects material on this subject for the use of library boards. (2) Instruction. Aids in organizing new libraries. Assists in re-organizing old libraries according to modern methods which insure the best results and greatest efficiency of the library. Conducts a school for library training for the purpose of improving the service in small libraries. Holds institutes for librarians to instruct those who cannot attend summer school. (3) Traveling libraries. Maintains a system of traveling libraries which furnish books to rural communities and villages too small to support local libraries, and to larger villages and towns as an inducement to establish free public libraries. Aids in organization and administration of county traveling library systems. (4) Clearing house. Operates a clearing house for magazines to build up reference collections of bound periodicals in the public libraries of the state. (5) Document department. Maintains a document department for the use of state officers, members of the legislature and others interested in the growth and development of affairs in the state, and catalogs and exchanges state documents for the benefit of public libraries. (6) Book lists. Distributes a suggestive list of books for small libraries to insure purchase of the books in the best editions. Issues frequent buying lists of current books to aid committees in securing the best investment of book funds. Compiles buying lists on special subjects or for special libraries upon request."

Report, 1910. Oregon library commission.
3op. '11. Oregon lib. com. Salem, Ore.
gon.

"It is the object of the commission to maintain a library which shall be used by all the people of Oregon who desire books for study or recreation, and to offer a library service which shall make it possible for the most remote and isolated settlements, and the most scattered pioneer workers of the state to have good books to use as freely as they would have them in any city. . . . Its library differs from others, in having practically all its books in use all of the time." Its books may be found in school houses, grange halls, general stores and town libraries in over 100 places in the state. "The books in the model school library are being read aloud in district schools in nearly every county; the reference collection upon public questions is in the hands of debaters in many rural and high schools; its professional books for teachers are in the country schools." The holiday material is used for school entertainments. Granges have envelopes of pamphlets and clippings for educational work on public questions as well as agriculture, recitations from good literature are sent out, and study collections are sent to women's clubs. The furnishing of debate libraries to high schools is one of the most important departments of work. The influence of debates on economic and political subjects is very great reaching not only the students but their families and also their audiences. The commission subscribes for periodicals devoted to economic and political science, and makes clippings not only from them but also from newspapers and national and state documents. Legislative reference work is also an important feature of the commission work.

Report of the committee on essentials of a model commission law. C. Hadley.
Lib. J. 34: 360-1. Ag.; Same. A. L. A.
Bul. 3: 342-5. S. '09.

Reports from state library commissions.
Pub. Lib. 10: 62-7. F. '05.

Some historical activities of the Texas library and historical commission. E. W. Winkler. Quar. Texas State Hist. Assn. 14: 294-304. Ap. '11.

The duties of the Texas library and historical commission are: 1. To control and administer the state library and to maintain therein a legislative reference section; 2. To conduct library extension work; 3. To perform the functions of a department of archives and history.

State administration in Washington. J. Holgate. Wash. Lib. Assn. Bul. 1: 4-5. Jl. '05.

A library commission was provided for in 1901, the commission "to consist of the state superintendent of public instruction, the presidents of the state university and the college of agriculture together with one member recommended by the state federation of women's clubs and two members appointed by the governor, one of whom was to be a woman. . . . At the session of 1903, the law relating to the library commission was repealed and a new one passed, providing that the commission should consist of the governor, the attorney general and the judges of the supreme court. In addition thereto an advisory board is likewise created which shall consist of the superintendent of public instruction, of two persons appointed by the governor upon his own initiative, and two other persons to be appointed by the governor, one of whom shall be a person recommended by the state federation of women's clubs."

State aid to libraries. G. A. Countryman.
Pub. Lib. 10: 55-60. F. '05.

Massachusetts established the first commission in 1890. In 1894 nearly half the states had commissions. The work of commissions has varied in different states. In general it includes giving information and advice on library economy, advice on book selection, advice on plans and furnishings for library buildings, conducting of training schools, sending out traveling libraries, organizing and classifying libraries, maintaining clearing houses for books and magazines, maintaining state document departments, publishing book lists and other helps.

State supervision in Texas. P. T. Windsor. Pub. Lib. 14: 181-2. My. '09.

The Texas library and historical commission is to consist of five members—the superintendent of public instruction, the professor in charge of the school of history in the University of Texas, and three persons to be appointed by the governor. The commission elects a state librarian who will act as its secretary. It has the usual duties and powers of a library commission with reference to library extension, except the management of traveling libraries, and is to collect material on Texas history with power to publish, to preserve and index the state archives, to carry on legislative reference work and to make a biennial report on the condition of libraries in the state.

Story of conditions down in Missouri.
E. Wales. A. L. A. Bul. 3: 350-2. S. '09.

Synopsis of laws authorizing library commissions. Pub. Lib. 10: 83-7. F. '05.

Trend of library commission work. C. Hadley. A. L. A. Bul. 3: 197-202. S. '09.

"Co-operation is no new word in commission work. For several years there has been sufficient co-operation between the various states for the exchange of benefits among the library commissions. But the co-operation which seems necessary at present, is not simply a friendly attitude or theory of work, but a positive and vital connection between the commission and

Library commissions—Continued.

outside forces, and between the commission and every library within its state. With a definite and intelligent study of co-operative possibilities and a willingness to merge commission activities with those of individual libraries results should be unusual. . . . The library commission can co-operate with the state board of health, and through exhibits, speakers and books, join in the fight against disease and suffering. It can work with the state fish and game commission and increase the understanding and respect for animal life about us. Associated with the state board of forestry and with the state geologist, the commission can help libraries to teach the proper use of natural resources and how to protect them for future generations. Better ideas of home economics, of sanitary surroundings and increasing the earnings from the farm will follow if library commissions will bring the state agricultural college with its varied resources into touch with the small community. Similarly, thru co-operation with landscape artists and architects the commission can demonstrate the economy in beauty."

Unsolved problems of the library commissions. M. E. Ahern. A. L. A. Bul. 1: 231-6. Jl. '07.

Library commissions have still to find their ideal relations with women's clubs and state departments of education. Questions are raised on the problems of starting libraries in communities unable to support them and of securing sufficient appropriations for the necessary work of a commission. The commissions' relations to library boards are improving and it is to be hoped their relations with librarians also. Inharmonious feeling usually arises from misunderstanding. The relation to the state libraries is a serious unsolved problem. Miss Ahern regrets the tendency of bulletins of commissions to develop into library journals and advises the commissions to do a greater work in distributing Department of agriculture bulletins to farmers of the state.

Value of a library commission. W. M. Black. Pub. Lib. 16: 53-6. F. '11.

The Library association of Virginia plans to introduce at the next session of the legislature in 1912, a bill providing that the powers of the present State library board be enlarged so as to include all the powers delegated in other states to a library commission. The appropriation asked for would provide for the employment of an organizer whose duty it would be to keep in touch with library conditions throughout the state, to encourage all efforts toward the establishment of a library; to arouse enthusiasm where none exists; to visit existing libraries and to bring to them advice, encouragement and new ideas. A large part of the money spent by the state for public education goes to the fortunate few who carry on their education in the higher institutions. It is the privilege of the library to minister to the larger number whose education ends with the elementary school. "When our higher institutions of learning wish to make an appeal for increased funds for carrying on their great and important work they send men of eloquence to plead their cause in our legislative halls, and shall no one be found to speak one word of appeal for the uplifting of this uneducated and untrained mass that annually leaves the public schools with an education not only not completed but not even fairly begun?"

What a library commission will do for Kentucky. W: F. Yust. 12p. '09.

What state library commissions are and what they are doing. H: E. Legler. Lib. J. 30: C40-5. S. '05.

"In the [east] direct aid to libraries, with but limited supervision (except in New York) seems to have been adopted as most likely to stimulate

the library movement. In the middle west, no direct state aid is given the local libraries, but it is held to be important to concentrate effort upon field and instructional work, including the organization of new libraries and reorganization of older ones on approved lines, instruction by means of institutes and summer schools, and individual instruction to librarians in their own libraries. Instructional publications, such as book lists, bulletins, and circulars of information are also made an important channel of usefulness. . . . That commission will accomplish most within the sphere of its influence which seeks to exercise the least autocratic authority, but instills into its relation with the libraries of the state the unobtrusively persuasive rather than the domineeringly exacting element; which assumes the attitude, not of a censor whose judgment is dreaded, but of a guide, counsellor and friend, whose advice is sought and followed because given confidence. It will prove a mistake to invest any commission with powers so broad in scope that it becomes virtually a large library with branches scattered over the state. In all matters of moment affecting the administration of the small library, including the selection and purchase of books, the commission should endeavor to exert a directing influence by suggestion and counsel, but not otherwise."

—Discussion by A. L. A. at Portland. Lib. J. 30: C154-8. S. '05.

What the state library commission can do for the small library. Lib. J. 31: C247-51. Ag. '06.

The library commission worker should keep in mind the difference between counsel and interference. She should put herself in the place of the librarian of the small library. Commission bulletins are helpful to small libraries.

Where should state aid and a local responsibility begin in library extension work? A. Wynkoop. A. L. A. Bul. 1: 238-43. Jl. '07.

State aid should be given libraries because "the intellectual and social condition of each locality of the state is a matter of concern, not only to the people of that locality, but to the whole state. . . . The state is the natural and logical agent for co-ordinating and systematizing the work of scattered libraries whereby each may strengthen and enrich the others. Initiative here surely belongs to the state." Again "the state can be made the most efficient factor in arousing the sense of local responsibility and stimulating local initiative." Cooperation is of great benefit to libraries. Why should not the state work toward this end?

With the prairie dwellers of Nebraska. C. Templeton. A. L. A. Bul. 3: 348-50. S. '09.

Work of a library commission; a note on the Wisconsin free library commission. J. D. Stewart. Lib. World. 12: 63-6. Ag. '09.

Work of the Connecticut commission. C. M. Hewins. Lib. J. 30: C51-5. S. '05.

The commission "revises the book-lists sent by towns, and spends the state grant to the best of its ability, gives advice and assistance to librarians and teachers, tries to establish new libraries and make subscription libraries free, holds neighborhood meetings, publishes documents and book-lists, and circulates travelling libraries. The neighborhood meetings are for eight or ten towns, sometimes for more, and lessons in mending and repairing and simple talks on cataloging, classification, the use of pictures, work with children, etc., are given at them."

Library congresses.

Brussels meeting, 1910. M. E. A. Pub. Lib. 15: 335-8. O. '10.

Some results of the Brussels congresses. H: V. Hopwood. Lib. Assn. Rec. 13: 1-16. Ja. '11.

The acts of an international congress are not immediately effective. They are subject to ratification by the participating associations, hence such a congress is only a "means of comparing conditions and formulating methods." Mr. Hopwood recommends that the library association should "Adopt, in whole or part, the Code of Rules for bibliography and documentation; Do all in its power to secure the issue of a perfect bibliographical current list in England, and work for the establishment of a national office of bibliography in England; Perform its share of work in the preparation of a bibliographical terminology, and the international code of rules; Exhibit a lively interest in Local Records, and the organization of the service to the charge of which they are entrusted; Work for the establishment of a national exchange service in England; Endeavor to keep in touch with professional educational matters on the continent, and ultimately, perhaps, foster a system of exchange for students and assistants."

Library day.

Program and selections for the observance of library day, November 4th, by the schools of Alabama. Dept. of education, Montgomery, Ala.

Library economy.

American public library. A. E. Bostwick. 393p. *\$1.50. '10. Appleton.

Notes on this book are given under the heading Libraries—United States.

American public library, by A. E. Bostwick. Review. Nation. 91: 78. Jl. 28, '10.

Annotated syllabus for the systematic study of librarianship. J. D. Brown. pa. *1s. Library supply co., London.

Contains an exhaustive list of books and articles on practical librarianship, fully annotated. Also tables of factors and percentages by which any problem which may arise in connection with the planning or stocking of a library can be worked out.

Bibliography of library economy: a classified index to the professional periodical literature relating to library economy, printing, methods of publishing, copyright, bibliography, etc. H. G. T. Cannons. O. 448p. 7s. 6d. '10. S. Russell & Co., Colonial House, Tooley st., S. E., London.

Care of school libraries and some helps which are available. F. K. Walter. N. Y. Libraries. 2: 256-60. Jl. '11; Same. (reprinted as a pamphlet.) '11. Michigan State bd. of library commissioners.

An article which considers the adaptation of general library methods to the needs of the small school library. Fuller notes are given under the heading School libraries.

Classification: class Z, bibliography and library science. Library of congress. Reprint, 1910.

Guide to librarianship; a series of reading lists, methods of study and tables of factors and percentages required in connexion with library economy. J. D. Brown. 93p. 2s. 6d. '09. Libraco limited. London.

Notes on this article are given under the heading Examinations.

Helps for librarians. North Carolina Lib. Bul. 1: 105-8. D. '11.

Notes on this article are given under the heading Librarians' aids.

Librarian's book shelf. Ia. Lib. Q. 5: 207. Ap. '08.

Library economy and history. New International Encyclopædia. v. 12: 193-206. '05.

Library economy in the sixteenth century. W. R. B. Prideaux. bibliog. il. Lib. Assn. Rec. 11: 152-74. Ap. '09.

An extended, scholarly account of mediaeval libraries and their methods.

Library methods for school teachers. G. E. Salisbury. O. 37p. pa. 25c. '03. G. E. Salisbury, Whitewater state normal, Wis.

A handbook for teachers having township or high school libraries to care for.

Manual of library economy; new and rev. ed. J. D. Brown. O. 415p. il. *8s. 6d. '07. Library supply co., 181 Queen Victoria st., London, E. C.

Notes on the bibliography of library economy. A. G. S. Josephson. Pub. Lib. 10: 122-3. Mr. '05.

On libraries, for librarians; an article reprinted from the New international encyclopedia. M. Dewey. 14p. Melville Dewey, Albany, N. Y.

A brief history of libraries with notes on buildings and the various departments of work.

Practical use of books and libraries: an elementary manual. G. O. Ward. O. 81p. *\$1. '11. Boston bk.

—Teaching outline to accompany same. O. 50p. pa. 50c. '11. Boston bk.

Small library: a guide to the collection and care of books. J. D. Brown. D. v. 154p. *75c. '07. Dutton.

A book based on a series of articles which appeared in the Library World some years ago. It "deals with the methods and stock of libraries for children, the home, the workshop, the school and the small municipal library; and includes chapters on the elements of classification, cataloging, book selection and public rules and service." Lib. World. 10: 97. S. '07.

Library exhibits. See Exhibits in libraries.

Library extension.

See also Advertising the library; Book wagons; Branch libraries; County extension; Foreigners and libraries; Home delivery of books; Lectures; Legislative reference work; Libraries, Use of by the public; Libraries and schools; Libraries as social centers; Library commissions; Municipal reference work; Social settlements and libraries; Township extension; Travelling libraries; Workingmen and the library.

Library extension—Continued.

Aberdeen association. L. J. Burpee. A. L. A. Bul. 4: 680-3. S. '10.

The work of this association is unique "because Canada alone supplies, to any material extent, the conditions under which it exists." Starting from a small center the association is now national in scope with branches all over Canada though it has only one salaried official, its secretary, who is located in Ottawa. From this central branch literature is distributed all over the Dominion. At first it was sent only to individual settlers living in remote corners of the country. To give the work a personal character each worker in a branch "was assigned a certain number of names, and thenceforward these recipients of literature were her special charge." She corresponded with her group of readers and its success has depended inevitably upon the character of the individual worker. From small beginnings the work has grown until up to date half a million parcels of selected books and magazines have been sent out to settlers. The material is collected locally by the branches, though much of it comes from England. It is carried free of charge by steamship companies and railroads. Each branch has its own mailing list. The complete list is kept at Ottawa where new applications must be sent for approval to prevent duplication and the sending too many parcels to one locality, for the one obligation "imposed on recipients of literature is that they are to pass the books and magazines on to their neighbors. . . . The policy of the association is to keep on the crest of every wave of settlement that eats into the unoccupied wilderness." Literature is sent by dog-train north to lumber and mining camps, to homesteaders, trappers, fishermen, to the immigrant sheds at Halifax, to Dr. Grenfell's and other missions, and to fishing and coasting vessels on both oceans and on the Great lakes.

Administrative units in library extension—state, county, township, city. M. S. Dudgeon. A. L. A. Bul. 5: 130-8. J. '11.

When one sets out to make a study of the comparative efficiency of the different library units, he finds that no standard has been established by which such efficiency can be measured. Nothing remains but to make a standard, and, while the difficulties of such a task are self evident, it is clear that there are four elements which must unquestionably be considered. "The book need—the acuteness of the book hunger of the person served; the quality of the book, both intrinsically and also with reference to its value to the individual who comes in contact with it; the frequency with which the average book on the shelves is delivered to the patrons of the system; and the cost of distribution per book. . . . It must, of course, be remembered that it is impossible to obtain definite results in establishing such a standard of excellence. Two of the elements that enter into the standard, first, that of the book need or hunger, and second, that of the quality of the book, are elements that cannot be measured in any definite way. Furthermore, until the need of the persons served by the unit has been demonstrated and the quality of the book delivered has been established, figures representing merely the number of books circulated by any unit and the cost of the circulation are empty and valueless figures. To deliver one book of great human value to one person greatly in need of it at a cost of one dollar for the single circulation might constitute a more efficient service than to deliver fifty less valuable books to fifty people needing books less, at a cost of one cent only for each circulation."

In the present paper an effort is made to compare the work of the different administrative units with the work of the average city library. The conclusion is, that, so far as comparisons are possible, facts would seem to show "1. That the need of books—the book hunger—which is met by the extension system,

is greater and more intense than the book hunger of those who are served by the average town and city library; 2. That the quality of the book delivered is better intrinsically and better fitted to meet the needs of those receiving it than is the book which circulates within the city system; 3. That the extension systems circulate the books on their shelves more freely than do town and city libraries; 4. That it costs less to deliver good books in the book-hungry rural districts than it costs to deliver the poor and less needed books to urban dwellers." The units of extension work fall into two classes: 1, state work; 2, local work. The consensus of opinion seems to be that "local extension work will never attain a scope and an efficiency which will make unnecessary state traveling libraries. If we had ideal geographical, industrial, social and financial conditions, including distribution of population and population centers, state traveling libraries might become unnecessary." It has been suggested that Iowa, possessing in a great measure, these characteristics, might be able to drop its traveling library work. But a more particular inquiry reveals the fact that portions of the state would be left wholly without book service. Any extension system to succeed must meet certain essential requirements. "1. No unit of extension work can succeed unless it is gathered around and has as a center a library with considerable resources of books and funds; 2. A centralization of population and wealth found only in a city or large village is necessary before there can exist a library with resources of funds and books sufficient to form a center of a successful system; 3. Each unit for extension work must embrace a community of natural solidarity. Political divisions, whether they be counties, towns or cities, are mere blocks of real estate bound together by artificial political bonds. Every farm family and every farmhouse, however, is a part of a natural community. The individual who has lived in a rural home knows that for every farm there is a city or village which is spoken of in the circle as 'town'. No one is in doubt as to what is meant by the word. . . . Our conclusion therefore is that the natural unit for library work is the community which naturally centers itself around some city or village. No farmer and no farmer's family should be asked to travel in one direction for their books while they travel in another direction for their commercial, social, and industrial associations."

The conclusion is now generally accepted that when communities are to share in the privileges of the city or village library, they may be expected to contribute toward the support of the library. "We make the suggestion that in reaching this conclusion rustic psychology has not been sufficiently considered. Every farmer is psychologically from Missouri. You cannot imitate the pleman in his transaction with Simple Simon, and ask the town or county official first to show his penny before you deliver your product to him. If you do not demonstrate to him the value of library service, if you do not, in other words, deliver the goods before you make demand for a showing of the money he is very likely to make the same reply to you that Simple Simon made to the pleman and inform you that indeed he hasn't any penny to exchange for the library service." A summing up of the conclusions arrived at in this study is as follows: "1. Assuming that the efficiency of library service depends upon the need of the person served, the quality of the book furnished, the frequency with which the average book is circulated, and the cost of the service, experience demonstrates that every unit of library extension work, state, county, township, or city, is capable of being efficiently operated; 2. Under existing conditions it is for the present, at least, necessary to employ the state as a unit in traveling library work; 3. The boundaries of a unit of local library extension work can not follow the boundaries of political divisions; 4. No unit is suited to all needs; the unit must vary with social, industrial and educational conditions; 5. The essential characteristics of an efficient unit are: It must center in a library

Library extension—Continued.

with considerable resources of books and funds; The existence of such a library presupposes the existence of a city or village of considerable size; Each unit must include a community of natural solidarity bound together by social, industrial and natural interests; 6. The natural order of extending library service into surrounding territory is that the value of library service must be demonstrated before funds are demanded; 7. The law providing for library extension should be such as to render contributions by one community to another voluntary rather than compulsory, and should permit any political division to contract with any other political division for library service."

Branch libraries and other distributing agencies; preprint of Manual of library economy, ch. xv. L. A. Eastman. bibliog. 18p. pa. 10c. '11. A. L. A.

Branch library and its relation to the district. C. E. Howard. A. L. A. Bul. 5: 109-12. Jl. '11.

The branch library can find many opportunities to carry on extension work. The Pittsburgh branches are doing such work. Fuller notes on the article are given under the heading Branch libraries.

Circulation. Lib. J. 31: C259-63. Ag. '06.

Miss Hopkins says "no station should be established without good and sufficient reason," while others advocate the establishing of small stations so that the people may get books near their homes, using the central building mainly for administration work. There would seem to be no excuse for the library maintaining Sunday school libraries, but it is well to send books to the schools, to fire departments and even to make a house to house delivery where people cannot be served directly. Each individual librarian must try to meet the needs of her town. Make the library so attractive that all classes will come to it naturally.

Civic improvement and development. M. S. Dudgeon. Wis. Lib. Bul. 7: 60-4. My. '11.

Some suggestions as to what the library can do in advancing movements for civic improvement, with references to articles in earlier numbers of the Bulletin treating on specific phases of the subject.

Co-operation on the part of commissions with public libraries in their efforts to reach the farmer. C. H. Milam. A. L. A. Bul. 4: 746-51. S. '10.

There are 25 states which have made provisions for extending public library service to rural citizens. In the New England states the township is the library unit and laws provide for the organization of a public library by any town or group of towns working together; or for an appropriation by a town to secure the use of a public library already established in a neighboring town. Branches and sub-stations may be established as the needs of the citizens require. The Vermont commission makes the distribution of state funds conditional upon the establishment of such branches. The laws in other states providing public library facilities for townships are of two classes: those which provide for township libraries pure and simple; and those which provide for township support of public libraries in towns and cities. The township library system, as it worked out in one state, Indiana, proved unsuccessful. In the first place no annual fund was provided for new books and for rebinding, and in the second the libraries were placed in the hands of township trustees who seldom proved efficient.

The cooperative library serving all the people of a township is provided for by the laws of Iowa, Indiana, Minnesota, Ohio and Washington. California has developed a county library system. "The California plan is an effort to systematize the public libraries of the state, to co-ordinate the libraries as the public schools are co-ordinated. The state library is the head of the system, and the librarian of the state library is given certain powers comparable to those enjoyed by the state superintendent of public instruction. This is said to be the most decisive step in recent years in public library development." The best way to obtain money for rural extension is to tax the people who will be benefitted. The maximum rate in the different states is about one mill. "Rural extension is not a missionary movement, nor a thing to be thrust on from the outside. We must demand that, in the end, farmers shall pay for their library service what it is worth, and not what the city library (already established) can afford to do it for." The common method of distribution is thru deposit stations located, as traveling library stations are, in school houses, stores, post offices, creameries, or in private homes. In extension work the librarian should keep in mind that part of her personal attention belongs to out of town patrons. If possible she should find opportunities to visit the districts whose patrons never reach the main library. "In a large county system, the chief librarian cannot, of course, find much time for this sort of thing, but some one who knows books and is qualified to speak intelligently about them, and who can officially represent the main library, should meet the people of the rural districts, individually, or in groups, at regular intervals. These patrons should pay for and receive their share of all library service." The commission may cooperate with the public library in the matter of securing better and more adequate library laws, and in the agitation which is necessary to awaken librarians, township trustees and the public generally to the need of further rural extension.

Extension of the library movement to the country districts. C. Thomas-Stanford. Lib. Assn. Rec. 10: 432-8. S. '08.

Farmer, his book and heart. F. Hobart. A. L. A. Bul. 4: 739-42. S. '10; Pub. Lib. 16: 6-9. Ja. '11.

The author protests against the idea that the farmer should be supplied first of all with books pertaining to his profession. "Give the farmer books as you would other men; study him individually and supply his need. The very character of his work makes him a thinker if not a reader, and he may be both."

Field libraries. M. Dewey. Dial. 40: 75-7. F. 1, '06.

Notes on this article are given under the heading Book wagons.

Helpful spirit. Vermont Lib. Com. Bul. 7: 4-5. D. '11.

The Vermont library commission in granting state aid to libraries advises a liberal policy of lending books secured thru such aid outside the limits of the town. "We deal with towns, not because their boundaries limit the good a book may do, but because as towns they offer us the most satisfactory unit to deal with—a unit which supplies the necessary legal machinery for receiving and caring for the state's gift."

House to house delivery of books. G. E. Forrest. Lib. J. 30: 338-40. Je. '05.

Notes on this article are given under the heading Home delivery of books.

Library extension—Continued.

How one library serves the townspeople.
M. L. Congdon. Vermont Lib. Com.
Bul. 5: 3-4. Je. '09.

The Gilbert Hart library, Wallingford, Vermont, is a township library. Books are sent to various outlying points and circulated by local librarians after the manner of traveling libraries.

How to extend the usefulness of public libraries. J: A. C. Deas. O. 23p. *7d. '04.
Library bureau, London.

Indirect influence of the public library in religious education. B. C. Steiner. Relig. Educ. 4: 107-11. Ap. '09.

The first indirect religious influence of the library is through the life and character of those who administer it. That influence may be exerted outside the library. Church gatherings and Sunday schools may be addressed, mission classes and children's church clubs may be helped by personal intercourse with the library staff. Suitable religious books should be selected for the circulating library—books of dignity and merit about the religious life, the Bible, Christianity and other great religions. These books should be brought to the attention of readers. Helps for pastors and teachers in Sunday school should be provided. The Enoch Pratt free library has about 15,000 well selected books on religious subjects. Its collection of Roman Catholic books is so extensive that Father O'Donovan prepared and printed an unofficial list of the books of especial interest to Catholics. Monthly lists of books for teachers of the International Sunday-school lessons are bulletined, books are sent to Sunday schools as well as to public schools.

Influence of the public library. W: Law.
Lib. Asst. 8: 208-11, 227-9. N.-D. '11.

The judges in a recent essay contest in which bank clerks, shop assistants and artisans took part expressed surprise at the high level of merit reached by the majority of writers. To the librarian, however, who works with this class of young people, the results were not so surprising. "We have known it for a very long time. These struggling hard-working and hard-thinking men are always with us, and librarians and their assistants have been quietly and unostentatiously helping and guiding them in their reading and studies for years. The result attained, though it may be a 'discovery' to certain publishers and journalists, is neither a surprise nor a discovery to us. It is simply the natural result of reading and studying works, borrowed from our public libraries, which have been carefully and judiciously selected, or, in other words, it is the fruit of our labours. It is well-known that the majority of working men have had to leave school early, in order to serve their apprenticeships, or to assist in earning their living. The long and irregular hours worked, family and social duties, long distances from the classrooms and other reasons, often prevent their attending evening and other classes. They can, however, occasionally find a little time for reading and study in the privacy of their own homes. It is here that the public library proves its great usefulness by providing the means of self-education and by placing the sum total of human knowledge within the reach of even the most hard-working." It is not the working man only who is helped by the library. It is an educational institution for all classes. The history of the development of the school system coincides with the development of the public library. The library reaches the school thru the teacher and thru direct contact with the children in the juvenile libraries. The library is making every effort now to help the business man by providing directories, gazetteers, atlases and other works of ready reference. The literary man, the historian, scientists, lawyers, clergymen,

artists, men in all walks of life are given help and encouragement in their work by the library. And besides this the library is a source of amusement and recreation to many. Libraries which are not carrying on these lines of work because of the limitation of the library rate have an insufficient excuse. With a very little expenditure the scope of the library may be extended. Boxes of books may be supplied to working men's clubs, or to other institutions, and the books may even be supplemented with gramophone records and music rolls for the piano player. Some may say this is not within the scope or function of the public library but "In recent years, library authorities have been called upon to perform duties which would have surprised the founders of the public library movement." In considering the convenience of borrowers, it is well to give more attention to the difficulties often experienced by new residents in obtaining library tickets. It is not always easy for a stranger to secure the signature of a rate payer, and it is suggested that a system of transfer tickets between libraries be instituted. By this means a borrower of one library who moves to a new locality could immediately enjoy the privileges of the library in his new home.

Librarian as a factor in community development. W. L. Finch. Wis. Lib. Bul. 7: 64-6. My. '11.

Librarian as an educator. W. D. Johnston. Lib. J. 35: 437-41. O. '10.

One of the signs of a change in educational ideals is the demand for individual instruction. Not only the needs of the average child, but those of the precocious child and of the backward child must be satisfied. The school can meet this demand only to a limited extent. Individual instruction must be offered in such educational institutions as the library, the museum, the playground. Another educational tendency is toward the multiplication of courses of study. Many subjects could be pursued to better advantage in a library. Literature, in the author's opinion, is seldom satisfactorily taught in school classes. Another modern demand is for the extension of educational facilities to those outside the schools. Summer schools, evening schools and continuation schools are established. As much or more might be accomplished in many cases by the increase and extension of library facilities. Libraries have a field for development in the building up of special collections. An institution which accepts an extraordinary collection of books should consider itself under obligation to add to that collection and keep it up-to-date. But the library should not depend on chance gifts, it should study the needs of the community and make such special collections as circumstances require.

Libraries for sick and crippled children.
M. G. Quigley. Char. 20: 131-2. Ap. 25, '08.

Notes on this article are given under the heading Children's department.

Libraries that reach all the people. I.
Van Kleeck. World's Work. 15: 10105-8. Ap. '08.

Notes on this article are given under the heading Workingmen and the library.

Library and municipal betterment. M.
Newhard. Minn. Pub. Lib. Com. Notes. 3: 56-8. D. '10.

The librarian can bring closer cooperation with the schools, can give talks on United States history subjects, can work thru the night school. One Michigan librarian helped to beautify the town by distributing penny packets of flower and vegetable seeds. The librarian can help the aldermen and city officials by collecting "clippings and pictures that suggest ideas for public improvement."

Library extension—Continued.

Library and the community. I. Van Kleeck. *Char.* 21: 391-7. D. 5, '08.

The Passaic library opens its lecture hall to the Italian Dante society and buys books in Italian for its Italian citizens. An exhibition of needlework brought many women of foreign birth to the library for the first time. Games and guessing matches attracted boys who had heretofore stood about the saloons. Libraries that provide books in their own languages for the foreigners resident in their cities are well repaid for the trouble and expense involved. "The Binghamton library gave a series of lectures with practical demonstrations on cooking for families of moderate means. In another town the women gave their attention to how school children should be dressed and fed." A bird club organized in Madison, New Jersey utilized profitably the energies of a gang of boys. Grand Rapids has a medical reading room for "nurses and physicians and procures books from the library of the surgeon-general's office in Washington and other institutions for special investigations. . . . It may be doubted whether half of the residents of an average city block could answer such definite questions as, 'Who is responsible for keeping the streets in your block clean?', 'Does he keep them so?', 'Where is your nearest hospital in case of accident?', 'Where is your nearest fire alarm?' For a number of years the Newark library has been stimulating interest and giving out information about its own city organization and management, and its young people show an intelligent concern in its affairs. If anybody there wants to know about its fire department, its water supply, the commercial development of the place, or other matters of moment to every citizen in voting on municipal matters, he can get and carry away with him a brief synopsis of the principal facts bearing on the question." The Newark library gives forestry exhibits. "The recognition of public events and historic dates, notices of books on current events, birthdays of authors with their portraits and works, receptions to distinguished citizens, arbor day, flag day, days of importance in local history; collecting views and picture post cards of scenes of local and historical interest; the preparation of special reference lists for speakers and writers on public matters; the sending of books to public institutions of all kinds,—hospitals, schools, and jails; co-operation with Sunday schools, giving the best references on organization, teaching, and missions.—all these are useful and public-spirited activities of a library."

Library as a social center. G. Countryman. *Minn. Pub. Lib. Com. Notes.* No. 5: 3-5. D. '05; Same. *Pub. Lib.* 11: 5-7. Ja. '06.

The library is no longer simply a depository of books. It endeavors to minister to all the needs of its community as far as consistent with the spirit of a library. Children's rooms are established, clubs and societies find homes there, books and people come face to face.

Library development in the past twenty years; symposium. *Pub. Lib.* 16: 203-7. My. '11.

Library extension. E. A. Birge. *Pub. Lib.* 10: 163-7, 215-7, 259-61. Ap.-Jc. '05.

"First of distributing agencies I must place branches, sub-stations, delivery stations, school libraries and similar agencies for collecting, distributing and placing library books. . . . In several cities, especially Pittsburgh and Cincinnati, home libraries have been sent to families in the poorer parts of the city where books are least used. These libraries consist of some 20 books carefully chosen, are placed in homes where children are to be found, and are to be used by a circle of 10 to 15 children. . . . The practical difficulties developed in trying [home delivery] seem to have been found in general too great to be overcome. . . . To increase the circulation of books is well, but it is a far better thing

to bring people to the library; for after all, the influence of a library is something other and higher than the influence of a book, and the literary habit, if intelligently directed, is of even more value to its possessor than the habit of reading. . . . The people who visit the library must feel as they enter its door the friendly welcome of the books and must feel that the administration of the institution, as represented in the library staff, exists for the purpose of introducing these book friends to all the world. Library rules there must be, necessarily, but they must be as few and as unobtrusive as possible. . . . We cannot remind ourselves too frequently that the fundamental purpose of good books and so of the library which possesses them, is to give pleasure, and that the library ought to be more closely and peculiarly associated with pleasure than any other institution supported by the public."

Library extension and traveling libraries. *bibliog. Chaut.* 43: 277-82. My. '06.

Library extension movement. *Lib. Assn. Rec.* 12: 550-4. N. '10.

At first the library was a collection of books to be seen but not handled. Then people were admitted to the shelves. Later they were allowed to take a book home if they had previously signed a form which must also be signed by two property holders. The time has come for library privileges to be extended so that professional people whatever their position could borrow any reasonable number of books. Books from reference departments should be loaned, tradespeople should be invited to the library, and the telephone made use of in ordering books.

Phases of library extension. H: E. Legler. *A. L. A. Bul.* 1: 96-101. Jl.; Same. *Lib. J.* 32: 303-7. Jl. '07.

"The immediate concern of those engaged in library extension must be with the forces reaching the adult population, and especially the young men and women engaged in industrial pursuits." The enrollment in correspondence schools of a million grown-up men and women shows how eager they are to continue their education. It is the duty of the library to help them in every possible way.

Progress in library extension in a small library. Mrs. W. G. Clough. *Pub. Lib.* 10: 168-9. Ap. '05.

Public library a social force in Pittsburgh. F. J. Olcott. *il. map. Survey.* 23: 849-61. Mr. 5, '10.

*Public library and allied agencies. C. W. Smith. *Wash. Lib. Assn. Bul.* 2: 1-2. Ja. '06.

"A modern library is not merely a conservative agency for the preservation of books, but a positive educational force in the community. . . . Library alliances may be roughly classed as those within its doors and those without. Among the former, let us note that it may be a center of art influence, by setting apart a room for pictures and all works of art. . . . The library must minister to this need of civilization, the supplying of a taste for the beautiful. Again, it must be a museum of curiosities and rare articles liable to otherwise become lost. Such movements always begin slowly, and in a small way; hence, this is the time to commence such a collection while the library itself is in the formative state. There should also be a music room and a collection of music, both sheet music and books on the art, which will circulate as do books. Lecture courses are perfectly legitimate. . . . The university extension system, which is doing such wonderful work in some places, naturally allies itself to the library idea." The most important of the alliances outside the walls of the building are its branch libraries. "Libraries must go where

Library extension—Continued.

the people are. The delivery station precedes the branch itself. In Somerville, Mass., there is a house to house delivery; and the regular delivery, somewhat as the free delivery system of mails, is not an impossibility. Boston has twenty-two branches and fifty delivery stations. . . . The assistance given to schools is connected with a sample library sent out from the central station, and this contains books especially selected to supplement the work of the teacher. Both teacher and pupils get, too, training in the methods of library administration which makes them better patrons of the general library. The story hour, where the child is made to love literature, is fast becoming a recognized necessity. The high school and the college libraries are already become centers of study and research, conducted along scientific library channels. They are usually independent of the public library, but naturally supplement it because parallel to it in all essential details. While the public library is strictly non-sectarian and not open to any suspicion of bias it can for that very reason help directly the parochial and the Sunday schools of the various churches. . . . Charitable and penal institutions especially need our help. . . . The fire and police stations are good places for books, because of the very many idle hours the men must of necessity spend there."

Public library and allied agencies; symposium. Lib. J. 30: 459-72. Ag. '05.

"By far the largest amount of work that we do in cooperation with institutions of various kinds is accomplished through our travelling library office, which now sends books to no less than 323 separate points for distribution. These included, at the date of the last annual report, six city history clubs, 48 recreation centers and playgrounds, 36 fire department houses, 6 mission study classes, 16 industrial schools, 10 Sunday-schools, besides all sorts of clubs, athletic, social and political; asylums, hospitals, prisons, workhouses, churches, institutes, homes, small libraries, university extension centers, and even large corporations such as insurance companies and department stores, who have enlisted our aid in furnishing reading matter for their employees. . . . The only practical suggestion to be offered out of our experience is that it should be the aim of every librarian, branch librarian and assistant also to become personally acquainted with the work and workers of these agencies in one's city. One can get more valuable hints as to possibilities of cooperation during one unhurried, friendly visit of inspection—not to cry out our wares but to learn of others about their work—than in any other way, and the greater number of friends we make individually with the influential people in the various departments of the city's work, the more avenues of usefulness shall we find opening before us. . . . The library has prepared for clubs something over 800 bibliographies, varying from a half dozen references to a dozen or twenty pages of footscap. . . . In the industrial department a collection of trade catalogs has been brought together, and, in other ways, the manufacturing and commercial interests of the community are studied. By request the librarian has, from time to time, set forth the resources and possibilities of the library in the columns of the organ of the local board of trade, as he has also in the annual program of the labor organizations. The library is well known in the editorial rooms of all the local newspapers as an agency to which to turn at short notice in case of need. Much the same may be said of the members of the city government and their similar needs. In 1900, we began sending books to various institutions around the city. This work has grown, until there have been registered from the beginning, nearly 200 institutions, of which number about two-thirds are drawing books at the present moment. These institutions are classified as follows: public schools, private schools, parochial schools, playgrounds, Sunday schools, fire engine companies, police stations, women's clubs, nurses' training

schools, orphanages, U. S. artillery posts, church clubs, newspapers, Girls' friendly society, colleges, and universities.

Public library and the children. W. T. Field. Dial. 42: 67-9. F. 1, '07.

The traveling libraries, the home library, and libraries sent to schools are all aids in bringing the books to the children and in developing in them a discriminating love of books which is a straight road to culture.

Public library as a factor in civic development. S: H. Ranck. Conf. City Govt. 1910: 385-94; Same. Lib. J. 36: 116-21. Mr. '11.

Our conception of what a public library is has undergone a change. We need a new definition. "The newer conception is more than an institution for the circulation of books, or in which books and periodicals may be read. It is rather an institution for the dissemination of ideas, a municipal bureau of information, and therefore it must use other agencies than books and periodicals in carrying on its work." The first field of civic work open to the library is with the children. "The child of to-day is the citizen of to-morrow, and when we think of development we have in mind to-morrow rather than to-day. The library in dealing with the child is therefore preparing the way for future civic growth. Now it is a fact that the average school child does not get enough reading in his regular school work, or in his home, to develop in him the ability to get ideas with ease from the printed page. He often gets only the ability to say words. To the extent that a child fails in his ability to get ideas from print, he is handicapped in much of his work for life." Observations have shown that there is a relation between inability to use books intelligently and the retardation which adds to the expense of the elementary school. Whenever a child is led to read good books there is an improvement in his work in all subjects. The library has heretofore played too small a part in the business life of the community. Business houses are just beginning to learn the value of libraries as tools. Another field of activity just opening up for the library is its relation to municipal problems and municipal administration. Much bad government is due to ignorance. City officials should find in the library a source of information on matters of city government. "But in this department the library can do even more important work for the citizen than for the public official, for after all an intelligent public opinion is absolutely essential to maintain efficiency in city administration. A collection of books and periodicals on all kinds of municipal problems is of the utmost importance to the community and to its civic life. When our people can act on sound knowledge we can have good government in our cities—and not before." Every city needs a department to gather information relating to municipal business. That agency should be the public library. "The primary business of our cities, however, is not economic administration—important as that is—but the making of citizens—intelligent, industrious, healthy and happy men and women. In this business the city of the future will concern itself more and more with social problems primarily, and with financial and administrative problems secondarily, to the extent that questions of finance and administration relate to fundamental social problems." The public library stands as one of the important factors in the development that will produce such a city.

Public library as an aid in Sunday school work. Lib. J. 31: 717-8. O. '06.

In Grand Rapids, Mich., the library sends word to the ministers that it is ready to prepare lists of books helpful in studying the Sunday school lessons, and invites co-operation by the teachers.

Library extension—Continued.

Public library book extension service. S. J. Redgrave. Lib. Asst. 5: 290-2. Je. '07.

An effective way of bringing the library to the attention of the people is to send out, not book lists, but the books themselves. This may be done in connection with lectures. When the lecture is illustrated the lecturer will probably have no objection to having the titles of books available on the subject thrown on the screen. Of course a special slide would have to be provided for this. At the close of the meeting any person who lives in the locality can borrow one of the books by signing his name and address on a slip of paper. The book so loaned may be kept fourteen days. "The majority of those who avail themselves of the privilege become regular borrowers from the library."

Public library of the District of Columbia as an organ of social advance. G. F. Bowerman. Char. 16: 105-10. Ap. 14, '06.

"To facilitate the use of books, to relieve the necessity of using the card catalogue on the part of the uninitiated or timid, an information desk has been established near the main entrance." The intelligent woman who is in charge "acts as hostess and guide to all and especially to first visitors to the library." Fiction forms a large part of the circulation. To stimulate the use of other books the library compiles for free distribution "selected and annotated lists on such subjects as birds, gardening, interesting biographies, summer travel and has in preparation lists on printing (one of Washington's most important industries), health and hygiene and the betterment of municipal conditions." The work for children is considered very important. "The story hour and colored picture books for the youngest children, and the reading circle for those older, bulletin boards with pictures and lists of books about the pictures are all used as adjuncts of this work." The lecture hall is used not only by the library but by the board of education, "and by numerous organizations which conduct lectures of popular interest and educational tendency." A study room has been fitted up for teachers. A monthly educational bulletin is issued and sent to the schools, public and private, and books are sent to high schools. Five social settlements distribute books.

Reaching the people. G. B. Utley. Minn. Pub. Lib. Com. Notes. 3: 115-21. D. '11.

No phase of the work of reaching the people is giving better returns than the efforts made to carry good literature to the dwellers on the farm. The first efforts took the form of traveling libraries, and now town libraries are opening their doors to out of town readers. The small fee formerly charged for such privileges was found to be unsound business policy and is being discontinued. But the farmers have not always proved eager to avail themselves of the newly offered privileges. "They have been so long without them that they feel fairly independent. You who have this problem need to exert yourselves to get the average farmer interested in the public library. Post notices of invitation in the shops where he trades, where he gets his horses shod, where he gets his wagons repaired, send lists of interesting books, printed on narrow slips, vest pocket size, around to the stores and solicit the help of your friend, the grocer, in having one wrapped up with his purchase, or dropped into his market basket. Prepare a multigraphed letter stating the privileges of the library and mentioning a dozen or so fairly recent books, and send it to the farmers living within five or six miles. The tax assessor will help you get up such a mailing list. Above all, be ready for him when he comes. Have books and magazines attractively arranged on open shelves and see that he goes away pleased." But better

than any method the librarian can use will be personal contact with people. Let him "get out among his fellow men and feel their needs, their cares, their problems, and if he has any red blood and any gray matter he will be able to work out the minor details of method. . . . It is for the librarian, more than for anybody else in the community to interpret life from different points of view and to see things from different angles. We have many people with different tastes, needs, whims, idiosyncracies, hobbies, and we must, like the apostle Paul, be all things to all men."

Reaching the rural population. F. Hobart. Pub. Lib. 14: 373-7. D. '09.

One effective indirect way is thru the rural press. A publicity committee of persons interested enough in library matters so that they can be depended upon to work should be appointed. A gift for discovering news, the power of telling it briefly, and a typewriter are valuable aids. A complete list of all papers published in the state should be divided among the members of the committee. Each member should "supply every paper on his or her list with at least two items of library interest a month, and to keep this up regularly, month after month. If possible, each member should receive copies of every item sent out by every other member and these dated and marked with the names of the papers to which sent, kept in a complete and accurate file for reference and to prevent unwise duplication. At the end of a year the collection will be most interesting and results will be seen long before that time. The items vary in length from a short paragraph to articles of some length and cover subjects that will be of general interest: announcements and descriptions of library meetings, notes of new library buildings, new or unique methods used in some libraries, personal about librarians, the use and manner of obtaining traveling libraries, the needs of certain communities without libraries, gifts to libraries, libraries in other states and countries, unusually large circulations, work with foreign population, institutional libraries, state aid for libraries—in fact, everything that can properly be of public or local interest." The country people will thus come to know that there are libraries and finally to wonder why they have none. All the live librarians should be asked to supply their local papers with items about the local library and the larger library field. An annual prize might be awarded to the librarian displaying the best collection of such publicity items. This publicity far exceeds in value the effects of institutes, round tables and meetings. Sub-committees of the state library association should have friendly oversight of the libraries in their districts, providing for the social getting together of librarians. This social intercourse will double the attendance, later, at institutes and round tables. Librarians of the very small libraries are not so much interested in cataloging, reference work, library of congress cards or government documents as they are in talking over the best books for Farmer Jones, and how to prevent Tom Smith from soiling books, and how to manage library trustees, and how to get \$25 worth of books out of \$20, and how to mend and where to bind books. The state, county and local superintendents of public schools should be utilized in the publicity movement. The direct way of reaching the rural population is to hold meetings with teachers and children, to have institutes, mothers' meetings, study clubs and courses, to reach pastors, school officers and summer visitors. The farmer himself must be reached. He pays the taxes. He despises artificiality. He will not be patronized. Work with them, not on them.

Relation of public libraries to the present system of education. R. Roberts. Lib. Assn. Rec. 9: 1-14. Ja. '07.

The ultimate purpose of the library, the museum, and the art gallery is "to produce a better, a more richly and variously cultivated hu-

Library extension—Continued.

man being." To this end they should "become the center of instruction and enlightenment, not mere collections of books and pictures. . . . Lecture rooms for popular exposition, students' rooms for quiet study and literary research work should be regarded as indispensable parts of the public library equipment." The library may be used effectively for teaching purposes by giving illustrated lectures at stated intervals to the grade pupils. Books should be loaned to schools. Lectures should be given by competent lecturers. Art treasures might well be exchanged. It is time that rural districts had libraries. Village schools should be affiliated as branch libraries.

Relations of library work to rural betterment. L. H. Bailey. N. Y. Libraries. 2: 52-4. Ja.; Same. Lib. Occurrent. 2: 111-3. Mr. '10.

"But working alone, however effectively the work may be done, the libraries can not go far toward solving the rural problem. They must tie themselves up with institutions that are engaged in developing the agricultural and rural conditions. There are very many agencies and institutions that in one way or another are contributing to a better country life, but they are too scattered and are working too independently and remotely from each other to enable them to accomplish the results to which their efforts entitle them. There is need of more and more united effort. I am sure that librarians must get away from their bondage to books if they are going to help the rural situation. Books are not the only means of developing the reading habit; and with the great majority of people they are not the first means to be used. I mean that librarians must escape from their formal library methods and must not look on libraries as museums. I take it that a library is not merely a place where books are kept for persons to read if they choose to read them. The library must propagate its ideas and its work as actively as any other institution or organization. If the reading habit is to be developed in country districts, the rural library should have a reading room which would be in the nature of a social center. The library should organize clubs until it becomes an organism with its organs intrenched in a community and all of them responsive and alive. If the rural library is to be an educational institution, as I think it should, it must have a progressive, constructive and dynamic program. . . . The rural library must work with all live colleges of agriculture. It can not reach the problem unless it does. It should be a distributing agency or center for the publications of the colleges and experiment stations and for other institutions that stand for agricultural development, as well as for the distribution of publishers' books and periodicals. . . . The rural libraries are wholly missing the field and are unaware of their opportunities. I would like to see the name rural library given up and rural reading or some other title substituted; and we must put such enterprises in charge of persons who have had much more training than a library school alone can give them. The persons who do this work must be well grounded in a knowledge and appreciation of country life conditions."

Responsibility of the state to the rural community. Mrs. W. P. Smith. Vermont Lib. Com. Bul. 7: 3-6. Je. '11.

A library commission was established in Vermont in 1894. In 1900 the traveling library movement was initiated. "This work has grown just as fast as the funds at the disposal of the board would allow. Towns having no libraries, communities distant from the town library, Sunday schools, town libraries able to buy but few books, women's clubs and study circles have benefited by the traveling library." It is found, however, that too many people have no appetite for books because the habit of

reading was not formed in childhood, and it is realized that the most effective work to-day is that with children. The sending out of school traveling libraries is considered the most promising of the commission's activities. "They furnish very direct means for getting the best books into the hands of children, thereby forming their taste for good reading at an impressionable age, so that we consider them one of our most valuable educational forces. It is not designed to require the children to use them but to place the books before the pupils and allow them to use them, which is quite a different matter. For children are apt to dislike what they are required to do. Some one had defined play to be work which we do not have to do. So reading from the school libraries should be play and therefore desirable." The recreational power of books should not be despised. If parks and playgrounds are established for the purpose of affording wholesome enjoyment, why should not the power of books to serve the same end be respected?

Rural community and the library. S. Coulter. Pub. Lib. 16: 1-6, 49-52. Ja.-F. '11.

Factors that must be taken into account in any consideration of rural problems are: the inevitable effect of long hours of hard work in the open air; the effect on a community of uniformity of occupations and interests; the intellectual virility of a class who in their everyday life are required to know many things and know them well. The author agrees with Professor Bailey in his belief that the library working independently can accomplish little. The library must cooperate with the community. An attendance on any Farmers' Institute will show that people of farm communities have formed a "reading habit of the sort that is not used for the killing of time, but for the development of power." The work of the library in such a community should be to broaden the field and to develop finer powers of appreciation. In other communities where the reading habit is undeveloped, there is doubt as to the efficacy of the traveling library in promoting such development. Professor Christie of the extension department of Purdue university believes that the building up of home libraries is the most effective means of encouraging good reading. A collection of selected books placed on exhibit at twenty county fairs, with a person in charge who could take orders for any book desired resulted in a sale of about \$500 worth of books. "Professor Christie claims that this work does not run counter to that of the library commission but is the necessary antecedent to the successful operation of their plan as he understands it." We cannot deal with rural problems as a whole. We have before us a series of special problems each of which must be solved in a special way. "In the great majority of cases the initiative must come from the rural community and not from the library. No outside organization, however wisely constituted or however wisely it may work, can fully interpret the needs of any community. This formulation must come from the community itself. On the other hand, the library should be so organized that it can readily and promptly meet the reasonable demands of any community at any time. In the exceptional case, where there may be no sense of need recognized, the library may be compelled to take the initiative in order to awaken interest, but just so soon as this end is accomplished it should thenceforth wait for the expressed demands of the community." It must be further recognized that, "because dissimilar conditions prevail, no plan of universal application can be devised, but that each community must receive special treatment. It is, of course, possible to simplify this somewhat by grouping conditions, but in the main the problems are individual problems, not capable of being added in such a way as to constitute a single mass problem."

As a first step the author suggests the appointment of a committee to devise plans for a complete scientific study of the problems.

Library extension—Continued.

"In a scientific attack of any problem there is always a preliminary collection of data which later serve as the basis for generalization. . . . In a sentence, the first work of this association is to recognize that they are dealing with an extremely intricate problem, that the only hope of its solution lies in an antecedent collection of complete and accurate data bearing upon its every phase." A second suggestion is that a committee be appointed to make a careful study of suitable literature. Professor Christie's list of books is made up wholly of books dealing with practical farm problems. "From my standpoint the list is far too narrow. The dweller in the open country is more than a money-making machine, he is confronted with other problems than those of increase of crops and herds, he, like every other man, is confronted with the problems of life, those great problems whose correct solution leads to the gaining of the solid and enduring satisfactions of life." A large number of reading and study clubs now exist in rural communities. Thru cooperation with these clubs the library can learn what is wanted and needed in the community. A fourth suggestion is that the field of existing libraries can be extended. "The work of this association is to discover whether a problem involving the rural community and the library exists. To state that problem in clear-cut and unmistakable terms, avoiding all vagueness and glittering generalities. By wisely planned and scientifically conducted study to collect data needed for the preparation of working plans. These are the three immediate things for this association to consider."

Rural library extension. C. H. Milam.
Ia. Lib. Q. 6: 104-6. Jl. '10.

"The amount of money that may properly be demanded of the rural patrons, will depend upon the conception librarians have of what rural extension of libraries means. If we are going to be content when we have opened the library to all the township or county, assuming that the people who want books will come for them, we cannot expect a very large appropriation from our rural patrons. On the other hand, if we consider it our duty to do some aggressive work to further reading and the use of books for reference in the county, then there is a need for large appropriations. Many different methods will no doubt be found for getting the books to the out of town citizens. The one that has been most widely advertised is that of the book wagon distribution as carried on by the Washington county library at Hagerstown, Md. A common method of distribution is thru deposit stations. These, like the traveling libraries that are sent out by the state commissions, are put in every conceivable sort of place—stores, post-offices, creameries, shops, private houses and schools. One county library reports as many as 69 deposit stations, one of which has become a regular branch library supporting a reading room. Another county library reports sixteen deposit stations, receiving every three months from one hundred to two hundred books, and besides this, collections of books are sent to forty-three schools, exclusive of those in the county seat. Some of these are strictly reference collections, others circulated to all the citizens of the district. . . . Another thing that the librarians who are doing rural extension work, should keep in mind, is that part of their personal attention belongs to the out-of-town patron. A retail book seller who claimed recently to have made between seventy and one hundred thousand dollars in three years, mentioned as one of those things which make for success his being on the floor, ready to speak to his customers. 'They always like to see the boss,' he said. 'The librarian should not only be on the floor at the central library frequently, she should somehow make it possible to visit at intervals the districts whose patrons never reach the main library. In a large county system the chief librarian cannot, of course, find much time for this sort of thing but some one who knows books and is qualified to speak

intelligently about them, should meet the people of the rural districts, individually or in groups at regular intervals. These patrons should pay for and receive their share of all library service. None of the states, not even California, with its elaborate new system, has as yet a perfect law. Some have none at all dealing with this question. It will be the duty of each commission to decide what sort of system is best suited to the conditions of the state in which it works, and then to seek to have a law enacted making such a system possible. Several things will need to be considered before this can be decided. Perhaps the most fundamental question to be answered is concerning what the unit is to be. In New England the towns are veritable republics; in the South and West the county is the important unit of taxation and local government; in the central states and middle west, we find a combination—in some states the townships are powerful, in some they are merely nominal. These things must be taken into consideration."

Shadow and the substance. M. G. North.
Lib. World. 14: 77-9. S. '11.

"Few things could be worse for a library system than that the librarian should jog along the old-fashioned path in blind contentment, ignoring the many lessons which experience teaches; but is there not an element of danger in recklessly running in the opposite direction? The present writer is numbered among the progressive librarians, and has great faith in library lectures and other forms of extension work, believing them to be a great power for good if adopted and carried out judiciously. But emphasis must be laid on the word 'judiciously.' . . . The real work of a public library is to circulate books, and by this means to disseminate knowledge. The function of the librarian is to teach indirectly, not directly; his business it is to provide readers with the books they require, and to advise them in their choice, when necessary. It is this—the substance of a library's work—which is too often neglected on account of the more showy extension work, which looms like a great shadow in the minds of some librarians."

Social work of the library. A. E. Bostwick. Pub. Lib. 16: 192-5. My. '11.

Social work in the St. Louis public library is carried on along the following lines: "1, Efforts to make the work of the library better known in the community; to familiarize our citizens with its resources, methods, abilities, willingness and aims; 2, Efforts to improve the standard of reading; 3, Cooperation with other educational agencies, especially with the public schools; 4, Cooperation with the municipal authorities; 5, Efforts to make the library in some sense a social center for the community immediately around it, especially in the case of branch libraries; 6, Efforts to furnish special facilities to social workers of all kinds for performing their work more intelligently and efficiently." Publicity is gained for the library thru the publication of a monthly bulletin, the furnishing of library items to the city press, the display of placards and the distribution of cards, and by window displays. In trying to encourage better reading the library remembers that the word "better" may have three interpretations. One book may be better than another in that it is better literature; that it conveys more accurate information; that it has a better moral influence. The library cooperates with the schools by the sending out of class-room libraries and by encouraging teachers and pupils to come to the library for aid. A municipal reference department is now planned by the library and a branch is to be established in the city hall. The movement towards making the library a social center has been carried on mainly thru the branch libraries as they touch the neighborhood life more closely than does the central library. Many clubs and organizations use the branch library buildings as their place of meeting, and in some cases the library has taken the initiative in the organization of clubs. Books are selected

Library extension—Continued.

to meet the needs of the neighborhood. The reasons for providing books in Russian, Polish, Slovak and other languages are social as well as philological. Further, the library makes every effort to cooperate with social workers and a special collection of books is set aside for their use.

Social work of the St. Louis public library. A. E. Bostwick. Pub. Lib. 16: 192-5. My. '11; Same. Lib. Assn. Rec. 13: 206-10. Je. '11; Same. Lib. J. 36: 461-3. S. '11.

Social worker and the library. F. W. Jenkins. Lib. J. 36: 499-500. O. '11.

The library should desire to be vitally connected with the great movement known as social work. Where this connection does not exist, it will be found that the library has not yet learned the meaning of social work and does not understand the needs of the social worker. The old idea of charity and philanthropy as the mere doling out of alms still persists. The librarian who has this idea needs to learn that the aim of the modern social worker is "to improve the physical, mental and moral life of the individual and the community, through better housing conditions, by the safeguarding of men at their work, by the regulation of the hours of labor for women, by the forbidding of child labor, through the crusade against infectious disease, and a thousand other activities, all for the conservation of life at its best." The library will readily see the part it can take in such activities. Every city has its own special problems, and it is material bearing on these problems which the library should put at the command of the city's social workers.

Some factors contributing to the success of a public library. J. Christison. Lib. Assn. Rec. 13: 438-43. D. '11.

"The modern library and the modern librarian are new things. The old library was a warehouse wherein were entombed many and mighty volumes of books, but it was a luxury. The modern library is a laboratory, a workshop for the public, affecting the social side of life as well as the intellectual. It is an organic institution, a necessity, and is 'set on a hill.' The librarian, from being a mere custodian of a dim and dusty realm, where rest decaying tomes, and where dwell vague memories of the past, has become an administrative officer, charged with a definite mission to make known and to disseminate in the community the knowledge of the wisest and the best in literature, and to bring it into vital contact with the life and needs of to-day, as an integral part of education. The modern librarian must be a scholar, a business man, a teacher, and, above all, an organizer and director." Many factors contribute to the success of the public library as an institution in the community. One of the first is the admission of the reader to the book shelves. The question of open shelves has been threshed out over and over again, but the general trend of opinion in these days seems to be in the direction of greater freedom of access, even at a risk of some loss. Another factor is closer cooperation with the school, and another is the extending of library privileges to country readers. "No one who has seen the extraordinary development and appreciation of public libraries in our towns can reasonably doubt that the 'ministry of books', if extended to the rural districts, would be equally appreciated. If power were obtained from Parliament authorizing library committees to co-operate with county authorities, a scheme whereby a burgh library such as exists in many of the towns in Scotland might be made a distributing agency for books for the surrounding parishes would not be difficult to carry into practical

effect. Such a scheme if carried out would be a benefit to those resident in the county, as well as an additional source of financial strength to the libraries." A hall in connection with the library may be made a valuable agent in increasing the usefulness of the institution. Art and exhibits and lectures may be carried out under the direction of the library. "To the enterprising librarian many other methods will suggest themselves by which the library and the people may be brought into closer contact. By means of bulletins, by lists of new books added to the library, by special subject and bibliographical lists on current topics, by birthday notices of eminent men with lists of books bearing on them and their works, and in other ways which time will not permit me to specify, the popularizing of the library may be advanced." Flowers may have an influence in the library. An artistic arrangement of cut flowers or plants adds to the attractiveness of the room. "But however abundant in resources the library may be, and however zealous and efficient the librarian, there is a limit to the work that can be accomplished on the library side for the promotion of intellectual life and general culture. There also needs to be a correspondingly intelligent demand on the side of the community for the supply which the library offers. To stimulate this demand there is needed the co-operation of the people, and those institutions in the community that possess special opportunities for increasing the use and influence of the library. It has been said that the church, the school, and the library are institutions which naturally constitute a triple alliance. Co-operation between the library and schools I have already dwelt upon. But there is also need for increased co-operation between the church and the library. Ministers should feel a responsibility for the intellectual as well as the spiritual welfare of the people. They should show that intelligence and breadth of mind make a better and more efficient Christian, and that the church will become a greater power if its members read and think. The minister has had special privileges for his own culture, and he has peculiar opportunities for recommending books, guiding literary taste, and directly increasing the use of the library."

State library system for California: a suggestion. J. L. Gillis. News Notes of Cal. Lib. 3: 227-8. Jl.; Same. Lib. J. 33: 316. Ag. '08.

"The time is ripe for the institution of a large library system, covering the state with the thoroughness of the public schools. . . . At the head of the system would be the state librarian, having powers of general supervision similar in many respects to those of the state superintendent of public instruction in his own field. A county librarian, who might well be at the head of the largest library in the county, would have duties corresponding to those of the county superintendent of schools. Each school district might be made the library district, with its librarian and collection of books drawn from the county library. . . . The great resources of the state library would be more generally at the command of the libraries and the people. The present activity in the establishment of county libraries would only be quickened; the day would not be far distant when the resident of the remotest country section would have in easy reach, not only the books of his district library, but also those of the county and state libraries."

Suggestions to a library board. Lib. Occurrent. 2: 52-3. Mr. '09.

"In some cities a successful plan is carried out by which deposit stations greatly supplement the work of the library when the library building is too distant from certain sections of the city for convenient use. For instance, in several of the larger cities, where the library is removed from the business center, some depart-

Library extension—Continued.

ment stores doubtless would be only too glad to provide space for a library deposit station. People could leave word at this deposit station for books they wished to read and on the following day or soon afterwards, books requested could be sent from the library to the station. Usually the proprietor of the store will be glad to deliver these books to the houses of applicants when goods are delivered, for such service is of benefit to the store as well as an accommodation to readers." The library should be well advertised by means of lists printed in the newspapers, exhibitions, etc. The librarian should keep in touch with the Y. M. C. A. where night classes of young men are conducted. During the summer books may be bought that will help the students in these classes the next winter. Lists of books on various trades and industries may be sent to men employed at skilled labor, and posted in factories, union halls, etc. Work with schools should take the form of graded, annotated lists, bulletins for special subjects or days, exhibits at the library, instruction in the use of the library, talks in the schools by the librarian, special loans to schools and special inducements and privileges to teachers. The children's room and the story hour are valuable features of work with children.

University extension and public libraries.

S. V. Seybold. Pub. Lib. 10: 512-4. D. '05.

"The public library board of [Philadelphia] conducts in the library halls a number of courses of lectures, each season. . . . One of the greatest aids to the library in increasing the circulation of classed books is the university extension. It creates a demand for the best class of reading. A lecture on Emerson awakens a desire to read his works and his life; a course on modern social questions creates an interest in vital problems of the day and stimulates the reading in this direction. . . . The result of coöperation with university extension is to elevate permanently the standard of reading in the community, to awaken higher ideas and to make the library a most efficient agent for promoting the cause of education."

Use of print in the world of affairs. J: C. Dana. Lib. J. 35: 535-8. D. '10; Same cond. Special Lib. 2: 2-3. Ja. '11.

Notes on this article are given under the heading Special Libraries.

Value of public libraries from educational and civic standpoints. W. P. Heyl. Munic. J. and Engineer. 20: 297-301. Ap. 4, '06.

"John Cotton Dana says, 'A proper and worthy aim of the public library is the supplying of books on every art, profession or handicraft that workers in every department of life, who care to study may perfect themselves in their work.' The public library, then, is a means of elevating and refining the taste for giving greater efficiency to every worker. Newark provides headquarters for four of the school supervisors. During the year 1904 sixty organizations held meetings in the library. These meetings were attended by over 14,000 persons. Special collections of books were sent out to 41 schools. There were 261 of these collections, totaling 11,367 books, which were circulated 67,000 times. Collections of libraries were also sent out to the halls of the firemen, to the police stations, hospitals, women's clubs' Board of trade and other organizations. . . . The public is learning that it can find in public libraries specialized information applicable to all sorts and conditions of every day life. . . . Many are the improved conditions both as to manufacturers and artisans, traceable to information received at a public library."

Village library and the farm. W. R. Eastman. N. Y. Libraries. 1: 37-40. Ja. '08.

"There is no place where the right kind of book will prove more valuable than in a farmer's home." Traveling libraries do not always reach the farmers. Town libraries can do it by putting a "deposit station for books near every schoolhouse or in it. . . . The supply of books at each station could be kept fresh by frequent and systematic changes by tens and twenties."

Work of public libraries in civic campaigns. P. B. Wright. Lib. J. 36: 3-4. Ja. '11.

The public has a right to expect from the library, help on any civic question in which it happens to be interested, but the library cannot be expected to meet these demands unless the public sees that it is placed in a position to do so, with adequate equipment, housing and management.

Work of the public library of Grand Rapids, Mich. Educa. 29: 533-4. Ap. '09.

The library's method of advertising and attracting readers, its collections for foreign readers, its free lectures, art exhibitions, children's work, memorial libraries for crippled and invalid children, its Sunshine work for shut-ins, its special technical collections on furniture and the other industries of Grand Rapids, its historical collections on Michigan, its work with the blind, collections of travel guides, school and college catalogs, municipal documents, medical books, and its courses of home reading are all so well administered that the library was used over 600,000 times by its patrons last year.

Library handwriting. See Handwriting, Library.

Library history. See Libraries.

Library institutes.

Library institutes. M. E. Ahern. A. L. A. Bul. 2: 312-3. S. '08.

"The library institute should offer assistance only to the very small libraries where those in charge have small, if any, chance of attending the meetings of the state library association. There is danger in making a permanent organization out of the institute, of detracting from the value of the state association by withholding from the meetings of the latter, the assistance and inspiration that it might have for librarians if they fail to attend its meetings on account of the greater convenience of the library institute. The library institute is intended, in my judgment, only for the isolated library workers in communities remote from centers of library activity."

Library institutes in Michigan. Pub. Lib. 11: 146-50. Mr. '06.

Round table meetings in New York, 1910. N. Y. Libraries. 2: 139-43. Jl. '10.

Library legislation. See Legislation.

Library magazines. See Bulletins.

Library meetings. See Library associations and clubs; Library congresses; Library institutes; Staff meetings.

Library methods. See Administration; Advertising the library; Business, Library methods in; Library economy; Library extension; Records.

Library methods in business. See Business, Library methods in.

Library of congress.

See also Classification—Library of congress classification.

Co-operation of the state libraries and the Library of congress in the preparation of reference lists. H. H. B. Meyer. A. L. A. Bul. 4: 713-5. S. '10; Same. Special Lib. 1: 60-2. O. '10.

Discussion in congress. Cong. Record. 40: 4233-44. Mr. 22, '06.

Inter-library loans. W: W. Bishop. Lib. J. 34: 527-32. D. '09.

Notes on this article are given under the heading Loans, Inter-library.

Library of congress and its work. U. S. Lib. of congress. S. 21p. pa. n.p. '07. U. S. Lib. of congress.

Library of congress as a national library. H. Putnam. Lib. J. 30: C27-34. S. '05.

"A collection indefinitely expanding, at once a monument of American literature and an exposition of the serviceable in all literature; resident at our national capital, but made available in non-resident service through the loan of material required for research, and through the exhibit in bibliographies of the material most important for research in particular subjects, and expounded by experts in response to particular inquiry; a central bureau upon matters bibliographic; a central bureau for cataloging, the product of whose work may be utilized by other libraries.

Library of congress classification. C: Martel. A. L. A. Bul. 5: 230-2. Jl. '11.

Notes on this article are given under the heading Classification.

Library of congress; preprint of Manual of library economy, ch. ii. W: W. Bishop. 15p. pa. 10c. '11. A. L. A.

Nation's great library. H. Putnam. il. National M. 30: 141-8. My. '09.

Our national library. F. Vrooman. Arena. 36: 277-85. S. '06.

Report of the librarian, 1909. Lib. J. 35: 23-4. Ja. '10.

Report of the librarian of congress, 1908. Lib. J. 33: 501-3. D. '08.

Report of the librarian of congress and report of the superintendent of the library building and grounds for the fiscal year ending June 30, 1905. O. 318p. il. '05. Lib. of congress.

—1906. O. 3-175p. front. (por.) plans. '06. U. S. Lib. of congress.

—1907. O. 3-167p. front. 40c. '07. Lib. of congress.

Valuable information with regard to full names and dates of engravers and artists is found in appendix IX, the report of the division of prints. Appendix VIII containing a list of accessions of maps and charts will be helpful to the cataloger of such material.

Rules and practice governing the use and issue of books. 14p. pa. n.p. '08. U. S. Lib. of congress.

"The 'regulations' now in force represent a body of practice rather than a formal set of definitions adopted at one time. They are the result of decisions reached during the

past ten years in dealing with particular cases upon their merits. . . . For reference use the library is absolutely free, without introduction or credential, to any inquirer from any place; and it is open from 9 a. m. until 10 p. m., and on Sundays and most holidays from 2 p. m. until 10 p. m. . . . Photographing is freely permitted. The permission extends to the building itself and any of its parts, including the mural decorations." Books do not circulate for home use, except to special persons, viz., those who hold official positions under the United States government. These privileges extend to the families of senators or representatives, for example, but they cannot be extended to other persons merely upon recommendation. "A resident of the district engaged in serious investigation, and having some special need which cannot be met by reference use, may apply to the librarian for a special permit which may meet this need. . . . Members of the press galleries have a continuing privilege of drawing books upon formal deposit of \$5. . . . Under the system of inter-library loans the Library of congress will lend certain books to other libraries for the use of investigators engaged in serious research. . . . Its purpose is to aid research calculated to advance the boundaries of knowledge, by the loan of unusual books not readily accessible elsewhere. The material lent cannot include, therefore, books that should be in a local library, or that can be borrowed from a library (such as a state library) having a particular duty to the community from which the application comes; nor books that are inexpensive and can easily be procured; nor books for the general reader, mere text-books, or popular manuals; nor books where the purpose is ordinary student or thesis work, or for mere self-instruction. Nor can it include material that is in constant use in Washington, or whose loan would be an inconvenience to congress, or the executive departments of the government, or to reference readers in the Library of congress. A library borrowing a book is understood to hold itself responsible for the safe-keeping and return of the book at the expiration of ten days from its receipt. An extension of the period of loan is granted, upon request, whenever feasible. All expenses of carriage are to be met by the borrowing library. . . . A service of the library distinct from that involved in the actual loan of books is that performed by answer to inquiry through correspondence. The character of the questions which the library answers most willingly is noted below: (1) As to its possession of a particular book. (2) As to existing bibliographies on a particular subject. (3) As to the most useful existing authorities on a particular subject and where they may be available. (4) As to the author of a book by a known title. (5) As to the date, price, and probable present cost of a specified book. (6) For the source of a particular quotation, if ascertainable by ready reference. (7) (If not requiring elaborate research) for other particular facts in history or literature; in the organization or operations of the Federal government. (8) (Where of moderate extent) for an extract from a book in its possession. . . . A complete list of the publications of the Library, with note of prices at which they may be had, will be furnished upon application."

Subject catalogs of the Library of congress. J. C. M. Hanson. A. L. A. Bul. 3: 385-97. S. '09.

Library of congress catalog cards.

Cataloging queries on L. C. cards. J. C. M. Hanson. Pub. Lib. 10: 261-2. Je. '05.

Handbook of card distribution, with references to Bulletins 1-20. 2d ed. U. S. Lib. of congress. O. 76p. facsims. '07. Library of congress.

Library of congress catalog cards—Cont.

How to order and use the printed catalog cards from the Library of congress. W. W. Bishop. N. Y. Libraries. 1: 145-6. O. '08.

How to order printed cards from the library of congress. W. W. Bishop. N. J. Lib. Assn. Rept. 5-6. O. '06; Same. Pub. Lib. 12: 101-2. Mr. '07.

Library of congress cards; symposium, Library Occurrent, No. 11: 2-5. Mr. '08.

Inez Pierce of Michigan City, Indiana, believes that the use of the Library of congress catalog cards saves time, labor and money especially where bibliographic details are required. Orpha Peters of Elwood thinks them not practical in a small library, since where resources are limited every subject of importance even tho it covers but a few pages should be brought out. "This makes it necessary when ordering Library of congress cards, particularly for non-fiction books, to handle each book and decide just how many cards are needful before ordering. . . . When the cards are received, each book must be again handled, and the call number, accession number, title, subject headings and paging for analytics must be added. To write the cards requires less time than to do the various things mentioned above, and in the end is more satisfactory." Winifred Ticer of the Huntington free library, Indiana, says, "I consider them the greatest help brought to my notice during my librarianship, not only to myself and staff, but to the general public. . . . In our own library we have been able to secure cards for about 80 per cent. of the old uncataloged books; the recent purchases are easy to obtain cards for." Lillian Henley of Connersville thinks they introduce inconsistencies and variations into the catalog. Then, too, more time is consumed in hunting up the details necessary to the ordering of the cards, than would be in doing the cataloging itself. Jennie Jessup of the Laporte library says, "Use of the printed cards saves much time and the work is better done. The cards are more legible and uniform than when made by such help as most small libraries have." Ethel M'Collough of Superior, Wis., thinks that in a small library it is not an advantage to use the cards. "To the actual money cost of the cards must be added the expense of ordering, keeping track of orders, verifying, writing subject headings and title analytics. While this work is being done, the book is standing on the cataloger's shelves, perhaps a week, perhaps three months."

Library of congress cards. C. Bacon. A. L. A. Bul. 3: 206-7. S. '09.

Library of congress classification and its printed catalog cards. F: C. Hicks. Lib. J. 31: 255-6. Je. '06.

The library of the United States naval war college has been made a partial depository for the Library of congress cards thus receiving all cards representing books in the classes most valuable to the Naval war college. Upon these cards subject headings are typewritten and so the work of cataloging is practically eliminated.

New catalog. H. B. Gooch. A. L. A. Bul. 1: 186-8. Jl. '07.

"For each book with few exceptions, the L. C. prints a single form of card, and this must be adapted with as little work as possible to the various uses of cards in the library. . . . Entries under title, subject, editor, illustrator, translator, secondary authors, etc., can all be made by writing the required entry in the upper margin of the L. C. card. Underscore if possible the part to which you wish to call at-

tention in the body of the title, in the contents, or in the note. The including pages may be added after the collation for an analytical reference. In analyticals other than title some libraries also write the title of the part analyzed in the upper margin, if it is not otherwise mentioned on the card. I should do this in exceptional cases and not as a rule. When the title of subject analytical calls for an author other than that of the main entry of the book, write the name just above the main author. . . . If the author of the analytical is distinctly mentioned on the printed card the name can often be underscored and used for alphabetizing without writing it again at the top. It is surprising when we once put behind us the spend-thrift temptation of uniformity how easily the unit form of the L. C. card can be adapted to our needs. Series and reference cards and many analyticals must still be made by the individual library."

Printed cards from the library of congress. J. T. Rankin. A. L. A. Bul. 1: 286-8. Jl. '07.

"The first step to be taken toward getting L. C. cards, is to write to the Library of congress card section, for all printed information concerning distribution of cards. . . . After having read the handbook, the next step is to deposit with the Library of congress, a certain amount against which cards purchased are charged. . . . Ordering . . . can be done in two ways—on cards or on sheets. The former I would recommend, using standard size slips. These slips can be made out in two ways—by author and title (see p. 23 of the Handbook) and by number. The latter costs less. . . . When the slips have been made out they should be stamped at the bottom with the name of the library, arranged alphabetically by author, or numerically, as the case may be, (there is an extra charge when this is not done) then sent to the Library of congress, using the frank provided for the purpose. When the cards come, they are accompanied by a bill, which should be carefully checked. . . . Now for a word concerning the actual use of the cards; one should be used for author, one for title when necessary, and one for subject. If the type-writer is used (and I think it is an excellent investment for even very small libraries) the additional information to be filled in on the card is not so noticeable and makes a very neat looking card. . . . The form of name adopted by the Library of congress should be used whenever it is possible."

Printed catalog cards. C. H. Hastings. Lib. J. 36: 543-8. N. '11.

"The Library of congress began to print catalog cards in 1898 for books received by copyright. In 1901 it began to print cards for its other accessions and for books recataloged in the general process of recataloging the collection. Since the latter date from 30,000 to 55,000 cards have been printed per year for books cataloged or recataloged in the Library of congress. The stock at present contains close to 500,000 different cards." Cards are promptly printed for all current accessions of monographic works, and for the same class of works when recataloged. Just before the cards are printed 100 proofsheets are struck off. These are supplied to libraries at \$30 per year. "Although orders are accepted in any form which will satisfactorily identify the cards desired, the preferred form of order is by card numbers arranged in increasing order of the numbers, as the cards can be selected directly from the order by a much lower grade of assistants than is required for other classes of orders. Hence, considerable effort is made to render it practicable for librarians to order by card number. In addition to the proofsheets and depository sets elsewhere mentioned, the card numbers are made available (1) by travelling catalogs containing the cards for a given class of books, e. g., American history; (2) by arranging to have the card numbers printed in current booklists,

Library of congress catalog cards—Cont.

e.g., the 'Catalogue of copyright entries,' the 'A. L. A. Booklist,' the 'Cumulative book index,' the 'Catalog of United States public documents.' But in spite of such efforts, it is probable that nearly one-half of the cards sent out are still ordered by author and title. The bulk of the author-and-title orders are in the form of slips, one title to the slip, although some of the larger libraries order mainly by means of duplicates of their order lists of books. Most of the orders by card number are in the form of sheets or slips filled with numbers. Standing orders are on file for the cards currently issued for about 1000 different series of publications. About 200 standing orders by subject are being filled currently, covering a great variety of topics." The price of the cards varies from .7 of a cent to five cents, "the aim being to proportion the charges as exactly as practicable to the actual cost of filling the various classes of orders." The selling of the cards has increased about 15 per cent. each year until now over 1300 libraries purchase cards. There are 43 depositories in the United States to which all cards are sent. "Since 1902 the Library of congress has been printing cards regularly for libraries of other departments of the United States government covering books not in the Library of congress. It is now printing for six of these libraries; the number of titles added to the stock from this source during the fiscal year closing June 30, 1911, was about 6500."

Printed catalog cards of the Library of congress; further comparisons of use.
Lib. J. 31: 260-70. Je. '06.

The use of the Library of congress cards has grown steadily in favor with libraries and there are at present 740 subscribers to the cards. The actual economy resulting from the use of the cards varies, but on the whole permits a reduction in cataloging expenses.

Use of printed cards in the Northwestern university library. L. Ambrose. Lib. J. 31: 257-9. Je. '06.

Miss Ambrose gives a very interesting and valuable paper on the use made of the Library of congress cards in recataloging the library and in the cataloging of current accessions. Details as to the method of ordering are clearly given. It is computed that one-third of the time of the cataloger is saved by the use of the cards while the total expenditure for printed cards for two years was \$387.73. It should be stated that part of this sum was spent for cards supplied by the John Crerar library, such cards not being available from the Library of congress.

Library organization. See Organization of libraries.

Library periodicals.

Courrier de bibliothèques. bi-monthly. 6f.
H. Welter, Paris.

A valuable feature is the tables of contents of library periodicals. The publisher's lists form more than half of each number.

Library periodicals; a history. H. E. Haines. *Bul. of Bibliog.* 6: 2-5, 38-40.
O. '09-Ja. '10.

The Library journal, beginning in September, 1876 is the earliest periodical devoted to the library profession. Earlier in that same year the Publishers' weekly had been publishing a column on library matters, out of which grew the idea of a library periodical. In 1888 Mr. Dewey began the publication of Library notes, an irregular publication concerning itself with labor saving devices and methods for libraries. Its last number appeared in 1898. Public libraries was started in 1896 to meet the needs of small libraries. The publication of the A. L. A. booklist was begun in 1906 at the in-

stance of the League of library commissions. It is designed as an aid in book selection for small libraries. The Bulletin of the American library association was started in 1907 as the official organ of the A. L. A. It includes the yearly handbook and the proceedings of the Association. Library work published by the H. W. Wilson company since 1906, is a guide and index to current library literature. Several library commissions publish bulletins. Those of the Wisconsin free library commission, and the state libraries of New York and California, in particular, are of general interest. The second library periodical to be established was the organ of the English librarians. For the first few years of the existence of the association, the Library journal served as their official organ. The English journal has borne several names and is now known as the Library association record. There are also in England the Library, the Library world, and the Library assistant.

A library association in Ireland publishes a periodical, *An leabharlann*, which it sends to its members. The Library record of Australasia was established as a medium of communication among Australian librarians, but lacked financial support and was short lived. In Germany the *Zentralblatt für bibliothekswesen* was founded in 1883. It is more scholarly than the English and American library periodicals. It publishes a supplement devoted to the more popular side of library affairs. In Austria the *Zentralblatt für volksbildungswesen* commenced publication in 1901. It represents educational interests rather than libraries. Bohemia also has a library periodical, *Ceska osveta*. The Association des bibliothécaires française has published the monthly *Bulletin des bibliothèques populaires* since 1906. It is little more than a book bulletin with a few notes or suggestions toward improved library administration. The library association of the Netherlands publishes *De boekzaal*, and that of Italy, *Il libro e la stampa*. There are also in Italy the *Rivista delle biblioteche* and the *Bollettino delle biblioteche popolari*. The *Folksbiblioteksblad* has been published in Sweden since 1903. The Danish library association has published *Bogsamlingsbladet* since 1906. In Norway, the national library periodical is *Folke-og-barnebok-samlinger*. Library periodicals must be interesting, they must cover the field, and they must be accurate and timely.

Library post.

Bill to establish a library post. Pub. Lib. 10: 75. F. '05.

Free mail transmission of library books.
A. E. Bostwick. Lib. J. 31: 124. Mr. '06.

Books for the blind are on the free mailing list and from 30 to 50 per cent of those sent out by the New York public library go by mail or express. It seems fair to conclude that if books circulated by the libraries could be put in the second class list a large number of people would take advantage of the privilege.

Library publicity. See Advertising the library.

Library reports. See Reports.

Library schools.

See also Library institutes; Library training.

A. L. A. committee on library training; report, 1911. A. L. A. Bul. 5: 77-9. Jl. '11.

American library school. M. Larsen. *For Folke-og Barneboksamlinger*. 2: 29-35. My. '08.

An interesting account of the work at Albany. Mention is made of collections of notes and samples and of the annual library trip.

Library schools—Continued.

Brief for the library schools. Pub. Lib. 15: 287-91. Jl. '10.

Notes on this article are given under the heading Library training.

Do we need a postgraduate library school? A. J. Strohm. Pub. Lib. 15: 54-5. F. '10.

"In examining the study courses of our library schools one cannot escape a sense of confusion from their mixture of trifles and ponderousness. Picture bulletins and story hours on one hand; architecture and Latin paleography on the other. The student who may find interest in the one is not of the intellectual caliber that will master the other, while the college graduate and the more desirable library school student will frown at some of the food set before them. . . . One of the advantages of trained library service is that it enables you not to engage people for specious services. The graduates of library schools are competent to enter into all kinds of library work. They have a much broader field of promise available than is made available by the other methods of training suggested. A girl who comes into the cataloging department of a large library learns cataloging and very little else, but the advantage of general promotion is one of great importance to the individual and is also of vital importance to the library. The freedom of service in a library which is not rigidly organized in departments, but simply has different grades and salaries, where it is possible for assistants to be shifted from one piece of work to another, is the secret of many advantages and of rapid work. The object of such a school is avowedly to give training in the technical subjects which are the foundation of our professional education, to select carefully candidates with a view to fitting them for positions as the librarians of small libraries, as heads of departments or assistants in large libraries, etc. If such training is limited to essentials of library economy, with elimination of all the pedagogical "lumber" that floats along and disappears with the current of library evolution, then its existence is abundantly justified. Such a course in the elements of library economy might well be compressed within one year, and would appeal as worth while to all ambitious to enter the profession. The course should be complete in itself and sufficient to give the student that full measure of the library technique that should be the equipment of the "rank and file" in the profession. The advanced courses now given in the second library school year in history of libraries, original bibliography, library architecture, library administration, paleography, etc., may well be observed for those who are fit and desirous to continue in a postgraduate course. . . . Such a course should be arranged wholly apart from the present library school and would, of course, not be for those who desired to obtain a mere foothold on the profession. It would appeal to the select and fit, it would attract not only the college graduate but even those who for years have been identified with the library profession."

Essentials of a good library school. E. Tobitt. A. L. A. Bul. 4: 776-9. S. '10.

The first essential of a good school is complete equipment. In addition to representative collections of classes of books generally found in a public library, such equipment should include "a map collection, picture collection, documents, publications of societies, reference books—both foreign and English—a full collection of trade bibliographies, when possible some special collections, and as much more material as may be necessary to form a basis for the instruction of students who are to become librarians of va-

rious classes of libraries." Scholarship, personal fitness and age are points to be considered in the matter of entrance requirements. Age does not mean number of years only; in library work it means that the applicant must either show promise of ability to develop with further training, or that the years past show an accumulation of personal accomplishments worthy of the time spent in their acquirement. A term of service in a practical library is recommended as the best test of the applicant's fitness. Ten months is the minimum estimate of the time necessary to master the general principles of the work. "Perhaps the most practical method of teaching is by application. Those schools which are connected with libraries, which can give general practice in the work of all departments are fortunate. I do not believe, however, that work in a library can take the place of the work in a library school, even if the worker has the opportunity to serve in all departments." Two subjects which are beginning to require more attention are the business and financial side of the library, and social extension work. Comparatively few librarians are required to attend to the actual business of the library but for the benefit of those few such courses should be offered. Some knowledge of administration and of business methods generally would be of benefit to all. Libraries are beginning more and more to take over work that was once thought to belong to the social settlement. "We have schools of philanthropy where methods of dealing with special classes of people are taught. May we not introduce into our library schools some course which will not only teach methods, but which will also teach something of the books which are the best for the use of special classes? It is necessary to know who are the writers in Bohemian, Yiddish, German, Swedish, and Norwegian, who correspond to Burnham, McCutcheon, McGrath, the Duchess, and others of this class. It is true these books are light, and may be read only for amusement, but their readers are sometimes the people who should be amused. . . . It would not be out of place to introduce a course of lectures, and to require the reading of such books as Jane Addams's 'Spirit of youth and the city streets,' and with this, a study of such books as seem best for individual cases. Library schools are giving courses which best apply to the work of the library commission, which is limited largely to the work in the country and small town, then why not add to this the work of the social extension worker for the city having a population of 100,000 and over." It ought not to be necessary to say that the library school should foster the bookish tastes of its students, but in the mastering of technical details this side of the work may be neglected. It should be remembered always that the sole object of the library is to bring the right book to the right person. Some educational institutions are offering library training courses without proper equipment and without properly trained instructors. Other schools purporting to give full courses give in reality only the most elementary instruction. "Schools of this class, and also schools teaching only technical work, should be avoided by the student who works with the end in view of giving the best of himself in the service of the public."

Evolution of the curriculum of the Drexel institute library school. A. B. Kroeger. A. L. A. Bul. 2: 210-3. S. '08.

Evolution of the library school curriculum. J. A. Rathbone. A. L. A. Bul. 2: 203-5. S. '08.

Evolution of the Pratt institute library school curriculum. M. W. Plummer. A. L. A. Bul. 2: 206-10. S. '08.

Library schools—Continued.

Factors in the development of the library school curriculum. J. I. Wyer. A. L. A. Bul. 2: 205-6. S. '08.

First European summer school in library science. A. Strohm. Lib. J. 33: 504-5. D. '08.

Forecast of the next 25 years for library schools. M. W. Plummer. Lib. J. 35: 251-3. Je. '10.

"Law is law and medicine is medicine, but librarianship is called upon to cover the entire field of knowledge. The medical society wants librarians versed to some extent in medicine, and trained to apply the general principles of librarianship to the medical library; the bar asks for legal knowledge and the same application of principles to the law library. State and city governments are forming their libraries and calling for the application of librarianship to civics and economics. Large manufacturing concerns, laboratories, daily papers, are realizing the necessity of the special library for their needs and demanding trained administrators who shall be also specialists, potential if not actual. Even in the general circulating library as it grows in size, classification and specialization are taking place. Fine arts and applied science and child-study, in a broad sense, require separate departments, and departments for the blind and for the adolescent are sketched in the plans of most libraries ambitious to be serviceable. The place of the library school is so thoroughly conceded by this time, and there is so absolute a dearth of any other regular source of supply, that all these libraries and departments turn first to the schools for help. What do they find at present? Chiefly young people, who have chosen librarianship as their calling and specialty, without having specialized previously in anything else. Many of them, even after four years of college, are too young to have done the wide general reading or to have the culture conferred by that, that should be a qualification even in the general library; and the majority of them are unable to give more than one or two years to their training.

Then why not take as students the men and women who have already studied medicine, law, pedagogy, etc., and who are specialists needing only to adapt the training in library economy to the special library? . . . If successful in their specialties they do not wish to take up another; if unsuccessful, and if they have spent their best years in vain efforts, do we want them? Besides, is the thoroughly educated specialist necessary for the special library? Would not rather an outline and more or less superficial knowledge of his subject make a sufficiently learned and perhaps more practical librarian? . . . Let the general courses continue for the younger people, for the general work, always having in view the discovery of talents and aptitudes for specializing, and let there be two or three schools in the country, connected with the universities and an integral part of them, in which the study of technique and administration may be connected with an outline course in medicine, law, theology, science, pure and applied, civics, child study or whatever other specialty calls for training."

Future of library schools. M. Dewey. Pub. Lib. 10: 435-8. O. '05.

"Beginning with the simplest, we should have wherever practicable by means of traveling librarians, visitors or inspectors (as different states may call them) round tables, where for a day or two the librarians and assistants of a single locality meet a recognized authority for information and inspiration, to submit difficulties, ask questions and get any help that an expert studying many libraries can give so well to a novice spending all his time in one. For larger sections there should be a library institute, lasting a week instead of two days and

taught not by volunteers . . . but by those who have shown extraordinary qualities for this particular work. We need in English-speaking America three thoroughly equipped graduate schools for the highest training. . . . Our minimum estimate for a creditable school is an endowment of \$200,000 to \$500,000, which at 5 per cent would yield \$10,000 to \$25,000 a year. . . . A school supported by the state should be in connection with the state university or in the metropolis and not at the state capital except in rare instances like Boston where capital and metropolis coincide. Above all it should not be in the capitol building.

Girl as a librarian. A. S. Richardson. Woman's H. C. 35: 29. Ap. '08.

A set of questions gleaned from a sample examination sheet of the Drexel Institute is given, also an outline of one of the briefest courses at Drexel.

Instruction in books in library schools. A. B. Kroeger. Lib. J. 32: 395-400. S. '07.

In a library school the study of books should begin with books of reference, the most valuable of all a librarian's tools. No method of teaching is so effective as the assigning of subjects to be looked up. The questions should be based on actual inquiries. Reference books should be as familiar to the librarian as the parts of a machine to the machinist. The student should be "taught to cultivate attention, to notice title-pages, to read prefaces and introductions, to remember dates and other details that to her appear insignificant." She must develop memory, accuracy, and the art of skimming. Book selection is next in importance and this may be supplemented by a course to widen the students' acquaintance with books. Authors such as scientists, poets, historians, novelists, essayists, etc., should be studied. A librarian should have a taste for reading that is universal that so she may "better understand how to assist the reading public who come to her library for books."

Instruction in cataloging in library schools. A. B. Kroeger. Lib. J. 32: 108-11. Mr. '07.

Library schools are criticised for devoting too much time to cataloging. There is however much reason for this. "A large number of the graduates become catalogers, and many more enter into positions where a knowledge of cataloging is essential. The principles of cataloging underlie almost all the clerical records of a library. A knowledge of the rules is helpful in accession work, in shelf-listing, in preparing lists of various kinds, in all bibliographic work." Again instruction in cataloging develops "attention, accuracy, observation, neatness, order." Inaccuracy is the most common failing of students. "There is no discipline in the whole library school curriculum of more value than that obtained in the instruction in cataloging." Cataloging well taught should give a thorough understanding of Cutter's Rules. The A. L. A. Rules should also be studied. It is "desirable that the cataloging taught in the several library schools shall be to a considerable extent uniform." When the A. L. A. Rules are published they should be adopted as the text book because they are the rules used by the Library of Congress, but Cutter's Rules will always be needed as the A. L. A. Rules do not include rules for subject entry. Careful revision of cards is very essential, and students should keep their cards for consultation when they begin to do practical work. The instruction should be based on the cataloging for a medium library tho it would be better to make the instruction conform to Cutter's Rules for "full," rather than his "small." It is easier to omit than to add. Dictionary cataloging should be the chief basis for instruction and much attention should be given to subject entry. Cutter's Rules is the best

Library schools—Continued.

authority on this, and the A. L. A. List of subject headings should also be used. Students should be taught to adapt themselves to the use of the libraries by which they are employed.

Letters from librarians who have been in the schools. *Pub. Lib.* 11: 137-43. Mr. '06.

Library conditions which confront library schools. *J. E. Elliott. A. L. A. Bul.* 3: 427-36. S. '09.

Library school and library of Pratt Institute, Brooklyn, N. Y. *M. Fritz. Blätt. Volksbib.* 9: 199-202. N. '08.

Library school and the library. *J. R. Donnelly. Lib. J.* 35: 109-11. Mr. '10.

"One of the best methods by which students prove the worth of a library, is by work in it as one of the reading public. With critical faculties alert to see the librarian's side, and yet with the reader's desire to obtain service, the student has an invaluable opportunity to study library workings. . . . Another means of imparting knowledge is by the inclusion in the curriculum of as thoro a course as conditions permit in the history of libraries and the library movement; with special attention to modern and peculiarly American developments and to the men and women who are and have been the moving spirits in library extension. Happy the school which is privileged to hear vital topics of library work presented to those who are actually engaged in it. The lectures by such men and women in the schools have far more effect than is due to the mere words they say, for the students realize that these are the people who are "doing things." The last means the school can employ to gather knowledge is to collect as carefully as may be the material peculiar to individual libraries." . . . "If, during a library course, students cannot be given actual practical experience in different types of libraries in the branches of work which they are taught theoretically, a very important part of library training is lost. Nothing but meeting people as they come into a library, and trying to satisfy their wants will clearly prove the necessity of accuracy and of patience, the virtues of routine as well as the quickness of wit which can meet an emergency. A library school is but seldom attached to a library of a type which will furnish the variety of experience desired, hence the schools are becoming more and more desirous of securing the co-operation of other libraries to serve as laboratories for them."

Library school problem. *I. Warren. Pub. Lib.* 11: 541-3. D. '06.

A series of questions regarding the efficiency of library schools, the usefulness of their curricula, the teaching ability of their faculties, the character of the libraries used as laboratories, and the type of students they attract.

Library school requirements in Germany. *C. S. Thompson. Lib. J.* 36: 349. Jl. '11.

Library schools and their ideals. *Pub. Lib.* 11: 112-3. Mr. '06.

Methods of training in one library school. *M. E. Hazeltine. Wis. Lib. Bul.* 5: 49-54. My.; Same. *Lib. J.* 34: 253-6. Je. '09.

"The Wisconsin library school built its superstructure on three essential principles: First, that books should be made the pivot on which should turn all the courses of the curriculum. This must not be lost sight of when teaching so-called technical courses, such as accession-

ing, shelving, classification, cataloging, and the making of various records; rather the teaching should emphasize that books were thus technically treated, simply that they might be made more quickly available to people in their need, and that necessary reports might be made to the people on the expenditure of their money and the use and care of their property. Second, that libraries are established for the people, and they must be the first consideration in all library work. Therefore, the ways of serving them, of arousing their interest in their own estate, of gaining and keeping their confidence, from children to grandparents, and of providing for the sturdy growth of the community, with books on mechanics and technology, sociology and political science, religion, science, and history, as well as for its culture with books of travel, art, literature, and biography, and for its recreation with fiction—all these points of view should be continually emphasized and not only directly taught but correlated with other courses. Third, that practical application of all theoretical teaching should be the vital principle in technical training." The main technical courses are begun in the first semester, as well as some of the bibliographic courses. Apprenticeship hours are devoted to the local public library. Field practice in various public libraries of Wisconsin occupies two months at the beginning of the second semester. During the final part of the year bibliographic and technical courses are completed, and courses in administration given. The short courses in minor items of technique are so planned as to eliminate duplication of instruction in overlapping details. Careful attention to correlation makes it possible to condense into a year's work much that might reasonably take a longer time. Cataloging and classification are taught simultaneously. Lectures by library workers from other states inspire and widen the horizon of the student. The faculty of Wisconsin university give instruction in the valuation of books on various special subjects. By arrangement with the university it is possible for an exceptional student to graduate from the university and to complete the library course as part of university work during the four collegiate years. The field practice gives actual experience. Wisconsin is so wide and varied in its library problems that the needs of individual students can be easily met. When they return from field work, the students confer and compare experiences. Selected and annotated bibliographies are required for graduation.

Mr. Jooley on the library school. *C: F. Porter and C: E. Rush. Lib. J.* 33: 141-3. Ap. '08.

New York state library school. *F. K. Walter. N. Y. Libraries.* 2: 103-5. Ap. '10.

Norwegian library school. *H. Nyhuus. For Folke-og Barneboksamlinger.* 1: 28-30. '07.

A relatively large number of Norwegians have gone to America (and Germany) for library training. A Norwegian school would naturally in many respects be better adapted to train Norwegian librarians, even if in some things it should have to yield—at first, at any rate—to the American schools. A practice school should be opened in connection with one of the Norwegian libraries; it would attract pupils not only from Norway, but from Denmark, Finland and possibly from Sweden. (Translation.)

Report of the committee on library training. *M. W. Plummer and others. Lib. J.* 31: C175-7. Ag. '06.

Report of the committee on library training, 1909. *A. L. A. Bul.* 3: 225-6. S. '09.

Library schools—Continued.

Special library training. A. M. Price. Pub. Lib. 14: 338-42. N. '09.

A comparative statement of the aims and methods of nine library schools.

Summer library school. T. W. Koch. Lib. J: 34: 548-50. D. '09.

A description of the Michigan summer library school.

Summer library schools. Pub. Lib. 11: 131-4. Mr. '06.

Summer schools and provincial library assistants. B. Anderton. Lib. Assn. Rec. 10: 378-80. Ag. '08.

Symposium on library schools. Pub. Lib. 11: 116-31. Mr. '06.

In this symposium the history, aims and requirements of the various library schools are given.

The Carnegie library of Pittsburg conducts a training school for children's librarians, organized in 1900. "Candidates presenting the best credentials as to education, previous experience and personal fitness" are admitted, a two year course is offered, also a special one-year course "open only to those who have had one year's instruction in an accredited library school and who are fully recommended by their library school directors." In the training two view points are kept in mind—that the children are being educated to use the adult library—and that the children's room takes the place of the child's own library. Training is given along lines of technical library work also along the lines specially applicable to the children's department. "More stress is laid on the student's ability to do practical work than on her examination papers." By special arrangement with the Western Reserve library school six months training may be taken there.

The Drexel Institute, Philadelphia, library school was opened in 1892; and offers a one-year course. A high school education or equivalent is necessary for admission. Instruction is largely technical. The number of students that can be admitted is limited to 20.

The Indiana state normal school offers a course equivalent to one of four subjects for a year, credits for which are given on the regular curriculum of the school. The course is designed to give instruction on the use of the library in public school work. Instruction is given in the use of catalogs, indexes, reference books, etc., and in ordering, accessioning, classification, cataloging, etc.

The University of Illinois state library school was established at Armour Institute in 1893, and transferred to the University of Illinois in 1897. It offers a two years course and requires three years of university work for admittance. Practical work amounting to eight hours a day for three months is required of students. The teachers are engaged in practical library work. Any student at the university may elect any library elective for which he is prepared.

The Kansas State normal school at Emporia, established a library course three years ago and gives a two year course.

The New York state library school was established in 1883 at Columbia university, and was transferred to Albany in 1889. It offers a two years course and requires a college diploma for admittance. At present the subjects taught are administrative, technical and bibliographic. About one ninth of the student's time is spent in practice work. It is proposed to strengthen the course in administration, leaving the major part of instruction in technical subjects to other schools. The present course is strongest on the scholarly side, viz. book selection, bibliography, and reference work.

The Pratt Institute school of library training was established in 1891. It offers a two year course. It selects such applicants for admission

as have the personal qualifications necessary for library workers. Stress is laid on practise work. "It attempts to send out graduates capable of growth and willing to grow rather than equipped with inflexible rules for everything, to which all practice must be made to conform."

Simmons college library school, Boston, was established in 1902. It requires a high school course or equivalent for admission. Instruction in library methods is given during all four college years, so that at the end each student has had one full year of technical library work and three years academic work. A one year course is offered to a limited number of graduates of other colleges. This course "must be supplemented by three months of approved experience in some library before a certificate can be granted."

The Southern library school at the Carnegie library of Atlanta was established in 1905. It offers a one-year course which is strictly elementary in character. "Especial attention is given to organization work and preparing the students to enter the library field enthusiastic home missionaries, capable of organizing new libraries in localities not enjoying public libraries."

The Wisconsin library school at Madison will be opened in the fall of 1906 by the Free library commission. It will offer a one year course. The entrance requirements will be the same as for admission to the University of Wisconsin, provided the preparatory work is such as would fit the applicant for library work. Special stress will be placed on apprentice work. At least ten weeks must be spent in a cooperative library doing actual library work.

Syracuse university—library economy department. M. J. Sibley. Pub. Lib. 11: 262-3. My. '06.

A beginning of instruction was made in 1896. An equivalent of a high school course is required for admission. The course covers two years with over 3,000 hours of preparation and recitations.

Technical training in librarianship in England and abroad. F. M. Glenn. Lib. Assn. Rec. 12: 118-29. Mr. '10.

"Altho it was not until 1893 that systematic instruction in the details of library work was undertaken in this country by a corporate body, it should not be supposed that prior to that date there had been an entire absence of such training. On the contrary, in some of the larger libraries—to wit, Manchester and Liverpool—special classes were conducted for the benefit of the members of their staffs. Usually the work of instruction devolved upon the chief librarian, or certain members of the senior staff. These pioneer efforts might, with some show of justice, be said to have led up to, and culminated in, the examination scheme of the Library association in 1884. With the inauguration of this scheme there was a multiplication of classes throuout the country, notably at Cardiff, Newcastle and Kensington." The final scheme of the examinations involves study in the "following prescribed subjects and the writing of a satisfactory essay upon some aspect of each subject:—Literary history, elements of practical bibliography, classification, cataloging, library history and organization, practical library administration; examination in each subject. The method of instruction was left entirely to the discretion of the individual student. It might be by private reading, by correspondence classes, or attendance at oral classes, but in order to obtain the full certificate or diploma it must include practical experience, the examinations, the prescribed essays, and a final thesis upon a subject to be approved by the examiners." Summer schools have been held by district library associations. Systematic classes under the management of the education committee of the Library as-

Library schools—Continued.

sociation have been held since 1898. Correspondence classes were inaugurated in 1904. "In America training in librarianship is accomplished chiefly thru three agencies: (1) the library school; (2) the apprentice class; (3) the summer school. The library school, which originated in 1887, provides for a complete training in all branches of library economy. Its aim is general. The first library school established was that of Columbia college—largely the result of the efforts of Dr. Dewey—now the New York state library school. Since that time schools have been added to the Pratt Institute (1890); Drexel Institute of Philadelphia (1892); Syracuse university (1892); Armour Institute of Chicago (1893), since transferred to the University of Illinois; Columbian university, Washington (unique—all instruction given in the evening, 1897); Cleveland, Ohio (1899); Chicago university; Simmons college, Boston; Western reserve university, Ohio (1893); Wisconsin free library commission summer school—made into a permanent school in 1906; and the Carnegie school for the training of children librarians, Pittsburgh (1901-2). The last-named school was organized in response to the demand for librarians specially trained to work with children. Its energies are devoted to that specific purpose, and in so far as it does not compete in any way with the general library schools, it should perhaps be considered entirely apart. . . . The entrance requirements into the different schools vary from that of a college degree (as at New York state), down to "blank" filled in by a high school principal (as at Syracuse) and "Good intelligence" (as at the Columbian university). It will thus be seen that training in librarianship is often post-graduate work, equivalent to the educational courses of doctors and lawyers in this country. . . . Whereas the library school training is general, the apprentice class, on the other hand, is commonly directed towards preparation for the special work of the particular library in which the class is conducted. In some instances these classes are formed with the sole object of providing a substitute list, the persons on which sooner or later receive appointments in the library training them; while in others the training is given in return for temporary service. Consequently, in the latter case, when apprentices have served and been instructed a certain length of time, they have to seek remunerative appointments elsewhere, fortified by experience. The length of these classes averages about six months, tho in some cases they extend to two years. In the larger libraries the instruction is invariably given by members of the staff, who in many instances are graduates of the various established schools. In the smaller libraries, however, the instruction devolves upon the librarian himself. . . . The summer school in America is, in some respects, a similar institution to that in our own country tho on a much larger and more extensive scale. It usually occupies five or six weeks—whereas in England one week suffices—and supplies a brief systematic course in the theory and practice of librarianship. Tho a special course is outlined, facilities are given to those who wish to devote their time to special lines of work. In no sense is the school training a quick and inexpensive substitute for a more complete training, or affording sufficient preparation. It aims chiefly at augmenting the reading and practical training of librarians. . . . In addition to these three important agencies, instruction in certain branches of library science is offered thru various colleges, state normal schools, and in a few cases correspondence classes. . . . So far as the European countries are concerned little information is accessible regarding technical training in librarianship. However, it is known with certainty that in France, as far back as 1879, candidates for librarianship in the universities were required to have two years' probation, and finally to pass a professional examination. Altho not very formidable it suffices to show that the French are fully alive to the im-

portance of professional training. In German countries the conditions for the training of librarians are different, and concern Prussia and Bavaria chiefly. As early as 1861 the library of the Bonn university was used as a training school for intending librarians by Friedrich Ritsche. Subsequently in 1886 a professorship of library science (*bibliotheks-hilfswissenschaften*) was created in Göttingen, and consequently instruction in that science must have been offered. It is interesting to note that there exists a Prussian act (of 1894) which defines the qualifications of a librarian, particularly for the trained (*wissenschaftlichen*) library service at the Royal library, Berlin, and the Royal university libraries. Qualification for these positions is attainable only thru a two years' voluntary service in one of these libraries, and thru the special library examination. In Berlin, special training is offered to women librarians. So recently as 1900 a school was opened for this purpose, under the control of Dr. C. J. Hottinger, formerly librarian of the *bibliothek der königliche universitäts*. Two courses are provided—one of six months for the training of the ordinary public library assistant; and another extending over three years, intended to prepare assistants for positions at the head of scientific libraries. A similar training has been offered to academically educated women only, at the Berlin university, since 1903. . . . Italy had a system of examination and training drawn up for public librarians by Signor Boughi in 1876. In addition a number of prizes in bibliography and librarianship were offered by the Minister of public education in 1885, while in 1905 an international library school was started in Florence. Even Sweden is not now without an agency for instruction in librarianship. At Stockholm in 1908 the first library school was held. The course, arranged by the Royal council on college education, was, unfortunately, limited in its scope to college library problems, and was intended chiefly for teachers in the government, or equivalent private schools. The lectures, however, covered such familiar details as interior arrangements; selecting and ordering of books; accession records, etc.; and their success might be said to have heralded the establishment of a permanent library school."

Training for librarians in Germany. A. C. Piper. *Lib. World*. 12: 208-9. D. '09.

"About 1861, Friedrich Ritschl, the well-known scholar of Bonn University, organized the library of that university to a high degree of efficiency and used it as a training school for intending librarians. Many German librarians (including Karl Dziatzko, who is well-known in the library world) owe their training to him. . . . In 1886, Dziatzko was appointed librarian to Göttingen university, and shortly afterwards the German government decided to add the subjects of library economy and bibliography to the curriculum of the university. In order to obtain the best results from these courses, a professorship of library science was united to the office of librarian. The holder of these appointments, was required to give lectures on bibliography, history of writing and printing, paleography, the theory of library administration, and related subjects; and also, which is worthy of note, to conduct practical exercises. All candidates are expected to have completed the ordinary university course. This is definitely stated in an act passed in 1893 detailing the qualifications for librarians in the Royal library of Berlin and the university libraries. Each candidate must also serve two years' voluntary service, the second year to be spent at Göttingen university, so that advantage may be taken of the courses in library economy there. After completing these two years to the satisfaction of the authorities, the candidate has to pass an oral examination in library administration, general literary history, and the history of writing and books. He must also have a sufficient working knowledge of the English, French and Italian languages, and be acquainted with the chief bibliographical aids.

Library schools—Continued.

... The advance of women into the field of librarianship has made it necessary to establish two schools in Berlin for the training of women as librarians. The first was opened in February, 1900, under the supervision of Professor Hottinger, and is open to all girls over sixteen years of age, who possess the leaving certificate from a high school. It provides for two courses of instruction, one for training librarians for ordinary public libraries, of six months' duration; and the other, a much more detailed course, extending over three years, is intended to prepare students for chief positions in scientific libraries. The library attached to the school contains some 30,000 volumes. The students are instructed theoretically and practically in the encyclopedias and methods of science, in library economy, history of printing and type-setting, history of folklore, book-binding, copyright law, and related subjects. There are also courses in the Latin, Greek, French and English languages. At the end of the prescribed course a final examination, both oral and written, is held. Two years after the establishment of Hottinger's school, another was founded by Herr Wolfsteig. The age for admission to this school is nineteen, and the course of instruction is much the same as in Hottinger's school. The final examination is both written and an oral one, the latter occupying three hours. The written examination comprises cataloging from fifteen to twenty books in four hours, the preparation of some bibliographical work, for which four weeks are allowed, and a critical essay to be written within six months; also the translation of a prepared and an unprepared Latin passage, and the writing of an English and a French letter, with a test in shorthand and typewriting. To insure that the knowledge gained is not too technical, there is a condition that applicants for admission to the school must have had at least six months' experience in a library or publisher's office."

Training of a children's librarian at Pittsburgh. F. J. Olcott. A. L. A. Bul. 2: 213-6. S. '08.

The Pittsburgh school requires "that the students shall be graduates of colleges and universities in good standing or that they shall submit to entrance examinations. . . . The foundation of the entire lecture course is technical training along the lines of adult library work, such as ordering, accessioning, classifying, shelf-reading, cataloging, study of library organization, history of libraries, history of printing and bookbinding, and business methods such as are used in making out reports, statistics and schedules. These subjects, treated entirely from the standpoint of the adult library, are carried thru two years' work, thus giving the students a solid basis for connecting the work of the children's room with that of the adult library. Building on this solid foundation, subjects of special application to the work with children are taught, including the study of children's literature, planning and equipment of children's rooms, rules and regulations for children's rooms, methods of introducing children to books, the making of children's catalogs and lists, and a study of educational principles and social conditions and betterment. Thruout the course a comparative study is made of methods used by different libraries. . . . The object of the entire two years' lecture course is not to make specialists of the students but to give them a broad technical foundation of general library work on which to specialize in work with children. The lecture courses in subjects dealing directly with library work with children have been made to fit into the general technical courses. These special courses of work with children have for their basis a study of literature for children, not only of that literature which has been written for children but of that part of the world's great literature which is a child's heritage, and to which all children should be introduced while they are young and plastic." The student's ability to handle children successfully is tested by practice work.

View of librarianship from the library school. Lib. J. 33: 354-6. S. '08.

Library statistics. See Statistics.

Library supplies.

See also Furniture and fittings.

Directory for library supplies. News Notes of Cal. Lib. 2: 172-4. Ap. '07.

Names and addresses of reliable houses which furnish library supplies are given.

Library training.

See also Books, Use of; Libraries and schools; Library institutes; Library schools.

A. L. A. committee on library training; report, 1911. A. L. A. Bul. 5: 77-9. Jl. '11.

Apprentice class in the large library. A. Shepard. A. L. A. Bul. 4: 782. S. '10.

In the Springfield, Mass., library every apprentice is made to feel that she is part of the working force. The time required without pay is ten months with four weeks vacation. "The main advantages of the apprentice system with us have been proved to be: first, the actual addition in service of several persons to the working force of the library through the busiest months of the year; second, the reflex benefit upon the staff through their work in teaching the class—a by-product of the system; third, and most important, the provision for an eligible list of available candidates for vacancies that may occur in the staff."

Apprentice class in the large library. J. Welles. A. L. A. Bul. 4: 780-2. S. '10.

The Carnegie library of Pittsburgh conducts a large apprentice class for the purpose of training local people for minor positions. Students understand that they are not in training for general library work nor for positions of responsibility. Examinations are held in May and September. Those passing the May examination are given at least a month of regular practical work during the summer but classes are not formed until October. The time given to class work covers three days a week from October first to January thirty-first. In addition 750 hours practice work are required. Class work includes three groups of lecture courses, as follows: A group treating of library technique; a group designed to familiarize the student with the work of the Pittsburgh library and other local institutions; a group on general history and literature. The classes included under library technique are: vertical handwriting; order and accession work; classification; use of the catalog; reference work. In addition, a certain amount of formal instruction is given to the class as a whole in connection with practical work. Individual instruction is in charge of the head of the department in which the student is scheduled. Each student is scheduled under at least three different people during her apprenticeship. Students reaching satisfactory standings in class and practice work are placed on the substitute list at the end of the course and are appointed to positions according to their qualifications.

Apprentice class in the medium sized library. G. D. Rose. A. L. A. Bul. 4: 783-5. S. '10.

The medium sized library, which falls between the class of village library that employs one assistant and the city library with work for many, has problems of its own. If it maintains an apprentice class regularly it cannot supply all its students with positions and they are forced to

Library training—Continued.

look elsewhere. Some of the questions that arise are: "Is it wise or necessary for the medium-sized library to train workers for the general field? Does the amount of unpaid labor received compensate for the time of librarian or trained assistant given in instruction and supervision? Is the standard of education, usually a high school course, sufficiently high for the best interests of the individual library, or of the library profession at large?" The conclusion in regard to the first question is that the wisest plan is to train only such assistants as are needed. The answer to the second question partly covers the third. "It has been our experience that the amount of help given by apprentices just-out of high school does not compensate for the time their instruction requires; while several apprentices who were college graduates were reliable assistants long before their term was over." In general a higher standard should be required. "If we raise the standard of education, we shall lose some of the eager enthusiasm of youth, but in return gain maturity of character."

Apprentice class in the medium-sized library. J: G. Moulton. A. L. A. Bul. 4: 785-6. S. '10.

The writer does not approve of apprentice classes without pay, feeling that they would be of little service in the library. Apprentice trained workers only serve to lower the standards of the profession and to lower salaries. "If training classes are needed in large libraries, let them limit their classes to those whom they can employ at respectable salaries. Let the medium-sized and small libraries train only those assistants they actually need, by whatever method is cheapest and best for that particular library. Leave training for the general field to the accredited library schools."

Apprentice work in the small public library. E. E. Townsend. Lib. J. 34: 8-10. Ja. '09.

The small library is forced to train its own assistants. A high school education was required of applicants for admission to the apprentice class, and a month's probation enabled the library to secure the best that offered. The instruction covered a period of six months, during which five hours of daily service, exclusive of classes and practice work, was rendered. At the end of six months, the capable apprentice is able, under supervision, to carry on much if not all the various processes of library routine. The apprentice class, properly conducted will render more than an equivalent for all the time spent on it.

Apprentices. C. Bacon. A. L. A. Bul. 3: 203-4. S. '09.

Brief for the library schools. Pub. Lib. 15: 287-91. Jl. '10.

"A young man of education and ability, with some business training, sought the position of librarian of a public library about to be established in a growing town. The appointment was referred to a librarian of experience and reputation, to whom the young man applied. The librarian said: You should have a knowledge of library science and economy, which your education has not included. I advise you to go to a good library school. 'Young man': Why to a library school? I have been advised that I could do better by working in a library directly under a successful librarian than I could in a library school. I thought I might find such a chance for the time that lies between now and the opening of my library and so prepare myself. Is there not a considerable library literature, some textbooks and such things, that I can read up? . . . Y. M.: But is it not true that the practical work of the head librarian and that of his assistants differ materially? While I might admit that my as-

sistants should be carefully trained for the detail work they are to have in charge, it seems to me that the head librarian should be more of an administrator and should not so much need a knowledge of details. . . . L.: It is not only better for the library, but better for the individual, too, if he gets his training in library school. Opinions to the contrary are based upon seemingly inadequate courses or equipment of the schools, perhaps upon lack of understanding of what the schools do offer, or upon a judgment formed by acquaintance with the least capable graduates. The schools are mostly connected with large institutions in which the cataloging and bibliographical work is of a scholarly kind. The teachers attempt to give the student a full knowledge of the tools and reference books of his work and they give him practice in details which in many libraries might not be used at all. The theory is that one should get a thoro training in all the branches of the work first and then specialize. This gives a broader view of the whole which is never regretted by those who have it, but which many think beforehand they can do without. A young man like yourself is impatient of details and avoids the schools. If schools should differentiate on the lines of the position to be held, and give only the special training for those who wish it, would they not be open to the charge of superficiality? Are you not laying yourself liable to such a charge when you seek to slight the groundwork and step at once into a position at the top? Y. M.: But is it true that the fore-most in the library world to-day are not library school trained?"

Course of study for normal school pupils on the use of a library. M. L. Gilson. 62p. 75c. '09. Elm Tree press, Woodstock, Vermont.

An outline of the course planned for the New-ark public library. Twelve lessons with practice work, forms, etc., are described in detail. The lessons take up the relation between library and the schools, classification and arrangement of books, the catalog, the parts of a book, magazine indexes, reference books, United States, state and city publications, book selection and bookbuying, investigating a subject in a library, children's books and reading, discussion of a few typical children's books, and children's reference work.

Departmental work in a library. E. L. Moore. Pub. Lib. 12: 122-3. Ap. '07.

"It is generally conceded that a librarian should be trained and should understand modern library methods." Understanding such methods herself she may increase the efficiency of her staff and of the library by organizing the staff into a class for the purpose of giving them simple instruction in different subjects of library economy. If she does this it will make for her but little additional work to admit to the class apprentices who in return for instruction will give gratuitous service to the library. "Apprenticeship is absolutely necessary for the purpose of acquiring a practical knowledge of library work. . . . From the standpoint of the pupil it may better come before a regular course in an accredited library school. It does not in any way afford a training equal to the regular courses, nor on the other hand does a library course make up for that which apprenticeship can give."

Education and the diploma. W. H. Baguley. Lib. Assn. Rec. 10: 289-94. Je. '08.

Education of the librarian: advanced stage. E. A. Baker. Lib. Assn. Rec. 8: 573-86. N. '06.

The objects of professional education are to train assistants and to prepare chief librarians for their work. The two ought not to be identified. Hence an education scheme should in-

Library training—Continued.

volve two separate courses. The present syllabus falls in this regard. Examiners have allowed the candidates to take the examinations by installments. Such a method is no test of general competence. To solve this difficulty there should be an elementary course embracing four subjects; Literary history and bibliography; Classification; Elementary cataloging; Practical library administration. Then for examination there would be five papers, two being on the first subject, literary history and bibliography. "Classification would mean an acquaintance with theories and definitions, and a working knowledge of one recognised system. . . . Library administration would involve a knowledge of accounts and the preparation of statistics." A test of general knowledge is very important. This plan makes the initial course much easier than at present. The advanced course should be similar to the present one "differing chiefly in allowing a certain option between exchangeable subjects. . . . My contention is that we do not do enough now to foster the intellectual side of librarianship; that in our education scheme we have failed to hit the proper balance between technical qualifications and liberal culture. There can be no question that we are right in demanding a sound technical training before we certificate a man as a competent librarian; but, I think the diploma should be granted only to such men as have shown they possess scholarship as well as technical proficiency."

Education of the librarian: elementary stage. H: D. Roberts. Lib. Assn. Rec. 8: 556-72. N. '06.

The first summer school for library training in England was held in 1893. Forty-five students attended it. The program consisted of a series of visits to libraries. This program was continued each year until 1896 when a portion of the examination syllabus was taken up. After the fifth session technical classes were established in London. Correspondence classes were commenced in 1904-5.

Education of the library assistant: symposium. Lib. Asst. 6: 50-9. Ja. '08.

It is not at all well "to over-estimate the value of technical knowledge at the expense of general knowledge." Yet technical training is of the greatest importance. Librarianship is becoming a developed and systematized calling and a library assistant must be continually studying if he would progress in his profession. Above everything else he should qualify for the Library association examinations. Upon these examinations depends his future in the profession.

How far should courses in normal schools and teachers' colleges seek to acquaint all teachers with the ways of organizing and using school libraries? D: Felmley. Nat. Educ. Assn. 1908: 1087-93; Same. Lib. J. 33: 305-8. Ag. '08.

The school "library must enable the student to use books as tools. He must understand card catalogs and indices, and be able speedily to find topics in books of reference. The library must help him to know good books, to love them, and to acquire the habit of reading them. . . . No teacher is qualified for the modern school unless he knows where to look, for what to look, and how to look, in getting information." The normal student "needs acquaintance with the standard reference books—encyclopaedias, dictionaries, gazetteers, atlases, almanacs, guide-books, etc. The student should be familiar with the special merits of each, the various appendices and supplements; he should know that it is sometimes better to consult an old edition of a book of reference. He needs also acquaint-

tance with the special handbooks like Harper's book of facts and Brewer's Reader's handbook. He needs knowledge of the various indices of periodical literature and of government publications. He needs to know how to use preface, tables of contents, and running headlines to locate his special topics. He needs to know how to study the references when found, how to take notes intelligently." This knowledge must come thru daily use of the reference library and lectures by the librarian. Teachers and librarian must cooperate. Many students come to normal schools wholly unfamiliar with libraries. "A welcome from the librarian, and a personally conducted trip thru the library as she explains the larger features of the organization and arrangement, will banish the sense of strangeness. But not all this needed information can be acquired thru trips and talks. It must come thru the daily use of the reference library. Unless the instructors in the normal school are familiar with the library, its contents and organization, unless they have learned to use the library, and provide for its systematic use by their pupils, the normal-school student is not likely to become skilled in the use of the library. Teachers frequently send pupils to the library with a topic stated so vaguely that neither students nor librarian can guess what is wanted, or refer a whole class to a book of which the library contains but a single copy, or refer a class to a single title when the library has half a dozen better books on the subject. "A teacher experienced in the use of the library will rarely send a whole class of beginners to the library to investigate a topic without himself furnishing a reference sheet for their use, or giving the librarian ample notice. Teachers may feel that they are losing valuable time when they stop to give formal instruction in the use of the library in their subject. Yet we may doubt whether any time is better employed. If a student makes out a bibliography by book, chapter, and page, of the library resources touching a particular topic, or if a class prepares for its successors a card catalog of all articles and chapters that they have found especially helpful, along with the ordinary information gained has come the appreciation of a new method of study." Students waste much library study thru not knowing how to read and take notes. They copy words rather than read with understanding. A teacher in a normal school faculty of today must be a library student, must have learned to make systematic use of a library. "In a good normal-school library every term's work in the practice school is organized around the available material in the library. The student-teacher is assigned to his class early enough to gain some preliminary acquaintance with this material. He thus inherits a part of the experience gained by his predecessors. Thru his own independent reading he may be able to make worthy additions to the reference sheets or card catalog, dealing with his term's work. At all events no student-teacher should be passed unless he shows as fair a degree of skill in the use of the library as he shows in his questioning, his lesson-planning, his assignments, his use of apparatus, or other details of instruction. The normal student also needs a knowledge of the great names in literature, art, and science, with some idea of the place and spirit of each writer. The normal student should also know children's literature. Aside from the comparatively few such books that the student may be able to have personal acquaintance with, there are reliable lists that may safely be recommended to parents and teachers from which to select. A normal student going forth as a teacher should be equipped with some knowledge of library technique. Schools either have public or school libraries to be worked with, or there is need for immediate effort to start a library. In any case, the teacher "needs more or less knowledge of books from the librarian's point of view: how to select, order, accession, classify, catalog, label, and repair them; a knowledge of paper, type, and bindings; of pictures, and periodicals; of charging systems, and library laws."

Library training—Continued.

With a public library in a community, the teacher needs to be able to find his way thru the library and explain its working to his pupils. Teachers should be thoroly instructed in the use of the school library, and all those "destined to work in our larger cities in co-operation with public libraries under trained librarians need a knowledge of library organization and administration."

How may the use of books and library catalogs be made a subject of study in normal schools? A. F. Liveright. Lib. J. 34: 160-2. Ap. '09.

"Assuming that a love for reading the best books has been acquired in the elementary and high schools, the normal school course, in addition to instructing students in the use of reference books to assist them in their own work, should inculcate in the pupil teacher a deep responsibility in leading children to choose the best books. It should also include elementary instruction in library economy, as the majority, in their profession of teaching, must add the duties of class librarian to the regular school routine. Every normal school should possess a carefully selected library whose librarian should be a member of the faculty . . . one who should be able to impart both knowledge and enthusiasm for books and be able to supplement classroom instruction with library investigation." Many western normal schools give such instruction. "It is not necessary that a teacher should have technical knowledge of library economy such as the professional librarian requires. Give the normal graduate a working knowledge of the main points of modern library methods, of reference books, of children's reading. . . . In connection with each branch of study, the teacher should give the bibliography of each branch of the subject leading to research in both the school and public library. The course in children's reading might be given in connection with the English department. "The librarian should give instruction in the use of reference books, above all emphasizing the resources of the English dictionary. I find that the varied information contained in the dictionary is a constant source of astonishment to pupils. She should give instruction in classification, book numbers, cataloging, simple charging systems, the make-up of books (index, preface, etc.), the care of books, the care and use of lantern slides, a great educational factor which I would like to see included in public library loans. She should give instruction in the arrangement of the library catalog and its use, the order of books on the shelves, and acquaint them with the library facilities of the community. She might accompany the class in sections to the public library, where the arrangement of the various departments could be explained. Much of this can be done in the form of lectures, but sufficient practice work to elucidate the lectures should be required. An occasional talk by one of the local librarians would be helpful and stimulating."

Instruction in methods. A. Kildahl. For Folke-og Barneboksamlinger. 5: 112-8. D. '11.

Describes two courses given in the United States—a school and a summer course—and favors the latter as suited to present needs in Norway.

Instruction in work with children in the various library schools and summer schools. A. L. A. Bul. 3: 420-7. S. '09.

Instruction of all prospective teachers in the contents and use of libraries. E. T. Sullivan. Nat. Educ. Assn. 1907: 967-72.

Is there a need for instruction in library methods by the normal schools and universities? F. B. Cooper. Wash. Lib. Assn. Bul. 2: 1-5. Ap.; Same. Lib. J. 31: 157-60. Ap. '06.

"The initial establishment of vital relations between children and the public library must be made before they leave the public school, hence the . . . necessity for teachers with the librarian spirit who have had something of the training of a librarian." The function of the teacher is increased if he can so instruct pupils that they are in command of books. "Familiarity with the sources of knowledge is quite as important these days as the possession of knowledge itself. . . . Familiarity with the aims, organization and cataloging and measures used to make the library a vital educational instrument is a desirable element in a teacher's equipment. . . . The teacher's course should also include instruction in the comparative value of dictionaries, indexes, cyclopaedias, and handbooks; also instructions designed to give knowledge of book reviews and magazines. . . . To prepare teachers, and to render them as highly serviceable as training can make them is the business of normal school and college. To make teachers masters of subjects is highly essential, but it is also essential only in less degree, that they shall be prepared while in training to make effective use of books, the instruments of knowledge." A course of from three to six months would "give breadth and reach to the teacher's work, and satisfaction and confidence in her performance, which will more than offset the loss of an equal number of hours which might have been spent in some other way upon some other subject."

Librarian and her apprentices. M. Van Buren. Pub. Lib. 15: 369-72. N. '10; Excerpts. A. L. A. Bul. 4: 782-3. S. '10.

The writer tells the story of Cordella Works, who after graduating from library school in the east returns to the west to take charge of the library in her native town of Workville. Cordella comes into contact with all the various types of assistants and apprentices. Her conclusions drawn from her experiences are: that a practical knowledge of all sides of library work can best be acquired in a small well administered library; that the student entering library school without such training is handicapped; that an apprentice course cannot possibly take the place of library school training, but "that just as surely as school training is desirable for librarianship, practical experience is desirable for school training."

Library and the assistant: a staff organization. J. Barr. Lib. World. 13: 4-9. Jl. '10.

Notes on this article are given under the heading Librarians and assistants.

Library conditions which confront library schools. J. E. Elliott. A. L. A. Bul. 3: 427-36. S. '09.

Library course given to city normal school students. L. M. Clatworthy. Lib. J. 31: 160-3. Ap. '06.

The Dayton, Ohio, public library began in 1905 to offer students of the normal school a course in reference work for children and in the use of the library. The first course was very simple. Each student gave during five weeks 20 hours time to the work and received individual attention. The next course consisted of six lectures covering the use of books, their arrangement in a library, the making and use of a card catalog, reference books, bibliographies, and children's reading. The main feature to be taught to normal students is the use of children's books.

Library training—Continued.

Library instruction in normal schools.
Pub. Lib. 14: 147. Ap. '09.

Library instruction in normal schools. J. M. Mendenhall. Pub. Lib. 13: 38-40, 91-3, 124-5. F.-Ap. '08; Same. 8th Annual Report. Mich. Lib. Com. p. 19-29. '07.

"The modern library has become the laboratory and supplement of the school course of study," and children should be trained in its use. Logically, the teacher should be the one to train them, but in most cases she is not prepared to do this for she has had no training herself. Normal schools should have in their curriculum a course on administering and using a school library, a course that will teach them how to "direct the reading of the children and lead them to an intelligent use of books." Michigan has taken the initiative in establishing a co-operative school and library system as part of its school work. In the summer sessions of the normal schools since 1906 short courses are given in children's work and the use of reference books, and only recently a library section has been established in the state teachers' association. In Wisconsin a student of a normal school must have 20 weeks of library methods before graduating. "The course includes instruction in the use of the library and reference books and also in the technical processes of library work." In Geneseo, N. Y., a course in library work consisting of one lesson a week for 20 weeks was introduced last year. The aims of the course are: (1) To familiarize students with the arrangement of the library and reading room and with the keys to the intelligent use of each; (2) To acquaint him with the best books for supplementary reading in the grades, that he may be able to select the books for a class room library; (3) To prepare him for administering a school library and teaching pupils to use it intelligently. The course so far is only preliminary, but enough has been given to show the need for just such instruction. Experienced teachers in the training class have heard for the first time of periodical indexes; they have gotten the idea of how to investigate a subject, which will make them at home in any library, and they have been made acquainted with helps in selecting books of which they had known nothing." The instructor in library methods in the normal school should make the work popular. Teachers are overwhelmed by technical details. Those who need the technical side such as an "elaborate system of classification, accessioning, charging, etc." might have an elective course offered them.

Library training-class. Dial. 47: 35-6. Jl. 16, '09.

"The library training-class is doing good work. The educating and "breaking in" of apprentices by this practical method, where the public library is large enough to afford the requisite facilities, and is also in constant need of new recruits to its working force, cannot be too highly commended. As compared with that admirable institution, the library school, there is a saving of time and expense to the learner, and an avoidance of that sometimes excessive devotion to theory which a two or three years' course at Albany might conceivably encourage in some zealous students. Local conditions and local needs are also better learned in the library training-class, and greater surety of immediate employment at the end of the course may sometimes be counted on. The Springfield (Mass.) Public Library has just sent out its annual circular to Smith and Mount Holyoke colleges and to local high schools, announcing the approaching examinations for admission to a training class of six, the course to cover ten months (less four weeks of vacation) and to involve forty-three hours of work each week, including two evenings. One month's instruction

and practice in each of the library's several departments will be given, and there will be prescribed reading as well as regular lectures or talks."

Library training in California. M. L. Sutliff. A. L. A. Bul. 5: 263-8. Jl. '11.

Library training in the library. K. L. Roberts. Pub. Lib. 11: 19-21. Ja. '06.

There is no question about the need for trained service. The question is whether training can be acquired only in a library school. Five or six years in a public library are worth more than two years in a library school. The school however tends to give one a broader view, training in all departments, intercourse with library workers, and enthusiasm.

Library work in our normal schools. G. E. Salisbury. Wis. Lib. Bul. 2: 70-1. O. '06.

"In the school with which I am most familiar, ten weeks of the required twenty is given up to instruction in the use of the library, its scheme of classification, its card catalog, and its reference books, such as dictionaries, encyclopedias, annuals, indexes, etc. To facilitate this work, a note-book is put in the hands of each pupil in which are printed notes on the work. Blank pages in the book give space for the problems assigned each week. The second ten weeks of required work in library methods is given up to instruction in the actual processes of the library. Simple methods in classification, cataloging, and otherwise increasing the usefulness of the library are presented, the object being to fit the normal graduate to take charge of a small school library whenever the necessity arises."

Need for correspondence school courses.
E. A. Spilman. Pub. Lib. 11: 503. N. '06.

People: a modern emphasis in library training. J. F. Daniels. Lib. J. 33: 173-6. My. '08.

"There are hundreds of teachers of library science and economy, but only a few teachers of library service and administration." Nearly all library school graduates in small libraries "confine their activity to record or desk work and overlook the possibilities for growth and influence which might be theirs if they understood the people better." "The same ignorance of human affairs and policies is evident among trained assistants. . . . Of all preferred occupations, I can think of none that offers the opportunity for genius and leadership that is found in librarianship, yet the strong emphasis laid on technical skill to the neglect of that opportunity will probably result in a very commonplace rating of the book servant." There should be a change of emphasis in library schools. "Librarianship as a profession requires more than mere custodianship and technical skill, and if this is not forthcoming, the next generation may see librarianship unforgotten like bricklayers." Men and women should be developed who are able to deal with the people.

Plan of a course of instruction in the use of libraries and the results accomplished. E. Tobitt. Nat. Educ. Assn. 1909: 848-52.

"It is time that every teacher and every librarian learned, in a limited way at least, to be a 'professor of books.' Emerson first spoke of this professorship and it has been advocated by many scholars. If we wish the public libraries to be in reality the 'people's university' we must take this position upon ourselves and no matter how incompetent we may feel—and who would dare feel other than incompetent?—we must make those who come to us in any capac-

Library training—Continued.

ity for assistance feel that we are at least trying to fill the position of 'professor of books.' . . . This matter of teaching was introduced into our local normal school three years ago. This normal school is made up of students from the high school to the number of twenty. The course of study is for two years and is practically what is given at the regular state normal schools. . . . It was evident that under the present arrangement of our local normal school the students would be deprived of the instruction in the use of the library unless the public library were ready to offer its services. This was done, the offer accepted by the superintendent of schools and by the director of the training class, and arrangements completed whereby the librarian should give instruction to these students in such use of the library as, in her judgment, was the most beneficial to teachers. To remove any possible suspicion of faddism, the librarian stated to the director of the training class as nearly as possible what it was her intention to teach. She also stated that as the pupils of the high school of necessity have a great deal of help from the teachers—most of their work at the library being the direction of the teachers—they had had but little experience in searching for material; in fact, were unable to use the library economically. Arrangement was made the first year whereby the librarian was allowed time for twelve lessons, each half an hour in length, and to be given once each week. Experience soon showed that the half-hour did not give enough time for outside work. The second year the plan was changed and the librarian was allowed twelve lessons of one hour each to be held fortnightly instead of weekly, and with the privilege of requiring as much outside work as seemed necessary to obtain good results. At the same time this course was added to the work of the kindergarten training class. This arrangement proved a success and this library course has now become, by the authority of the board of education a part of the course of study required by the teachers' normal class. . . . Later the director of the class gave an examination. This with the recitations and the bibliographies decided the pupil's standing. On the average the work was well done. After graduation these pupils will be engaged in the city schools, and the fact that they now are frequently to be found at the library consulting books, which they have previously studied, shows that the time was well spent. The result of the work relating to children's books will be more noticeable in the use made of these at the school delivery stations. . . . A somewhat different application of these lessons was made last summer at the county institute. A deposit of several hundred children's books and brief reference books was made at the building where the institute was being held. Instruction was given for one period each day for five days and the teachers were given one free period each day during which to examine the books. This was done with a view to improving the county-school libraries."

Preparation of librarians for public-school libraries. D. B. Johnson. Nat. Educ. Assn. 1907: 962-7.

Two library courses are given in the Winthrop normal and industrial college—one to the freshman class and the other to the seniors. "The course for the students entering freshman class consists of reference work to familiarize them with some of the most important books of reference and to train them to a systematic and intelligent use of books and the library. In this course a study is made of dictionaries, annuals, indexes to general and periodical literature, books of quotations, etc. Instruction in the classification of the library and the use of the catalog is also given. One period a week in class for the first term (half the session) is given for this course. The freshmen are given this course for two reasons: 1. to enable them to use the library to better purpose throughout their college course, and 2. that they may have some library training to be used in their

homes and schools if they have to drop out of school before graduation, as many of them do. The course for the seniors is arranged to give such instruction as is needed in the formation and care of a school library. It includes the following: selection of books—books suitable for the different grades, best editions for school libraries—most useful government publications, book-buying, classification, book numbers, accessioning, cataloging, shelf-listing, charging-systems, picture bulletins, care of books, mending books, making of picture bulletins, state school-library law, state library list. One period a week in class for the second term is given for this course. The librarian does the teaching. We have a model school library in the classroom, consisting of the books in the state library list, which is used by the students in all the practice-work given in the course. . . . What is imperatively needed and must be done is not for normal schools to train professional librarians for public-school libraries, for these libraries cannot afford such luxuries even if they needed them, but to train teachers in library methods and in the use of books so that they may manage effectively the public-school libraries in connection with their teaching."

Professional training. E. S. Fegan. Lib. Asst. 8: 64-9. Ap. '11.

Question of library training. L. E. Stearns. 5c. A. L. A.

Question of library training. L. E. Stearns. Lib. J. 30: C68-71. S. '05.

Question of library training; discussion. Lib. J. 30: C164-70. S. '05.

Rational library work with children and the preparation for it. F. J. Olcott. Lib. J. 30: C74-5. S. '05.

Report of the A. L. A. committee on library training, 1910. A. S. Root. A. L. A. Bul. 4: 642-3. S. '10.

Report of the committee on library training, 1907. M. W. Plummer. A. L. A. Bul. 1: 108-10. Jl. '07.

Report of the committee on library training, 1908. A. L. A. Bul. 2: 199-202. S. '08.

Report of the committee on summer school certificates, 1908. A. L. A. Bul. 2: 311-2. S. '08.

Report of the joint committee, representing the American library association and the National educational association, on instruction in library administration in normal schools; comp. by E. G. Baldwin. 50th anniversary volume. p. 215-81. '06. National educ. assn.

This report was made in accordance with a resolution passed at the meeting of the library department of the National educational association at St. Louis, June 30, 1904. The material is arranged so that it may be used as a basis for instruction by the librarian or teacher of library economy. References are made to articles illustrating the various points covered, and a bibliography is included. "The committee hopes that this report may serve as a daily guide for those interested in library work, after their personal and independent work as teacher has begun; and that it may stimulate and render more efficient the interest of school officers and of the general public in the administration and work of public libraries."

Library training—Continued.

Report on standards of library training.
Lib: J. 30: C121-3. S. '05.

Some thoughts on professional training.
E. S. Fegan. Lib. Assn. Rec. 13: 237-42.
Jl. '11.

Student assistants in college libraries. L.
R. Gibbs. A. L. A. Bul. 4: 769-73. S. '10.

Notes on this article are given under the heading Librarians and assistants.

Technical instruction. A. Arnesen. For
Folke-og-Barneboksamlinger. 3: 119-22.
D. '09.

Technical training in librarianship in
England and abroad. F. M. Glenn. Lib.
Assn. Rec. 12: 118-29. Mr. '10.

Notes on this article are given under the heading Library schools.

Technical training in librarianship in
England and abroad. J. Ross, bibliog.
Lib. Assn. Rec. 12: 99-117. Mr. '10.

"The question of the necessity of establishing classes in librarianship was introduced in Austria in 1858, just over fifty years ago, when a report was issued by a civil service committee of that country recommending that examinations be established to regulate the appointment of librarians, and that classes be instituted to provide the training for such examinations. This proposal was never authorized, and while the authorities were discussing and referring back this report, Italy took the lead by legally authorizing the establishment of courses of lectures in library matters. This authorization was in the form of an act passed by Signor Bargonini in 1869. These lectures were delayed, however, until further authorization in 1876. Meanwhile, Austria, being determined not to be beaten, commenced the actual education of her library assistants in 1874. It was undertaken by the Institute of historical enquiry, while the Italian lectures were delivered at the Victor Emanuel library, Rome. England followed fairly closely on the heels of these two countries, but it must be particularly noticed that it was only in the direction of examining assistants and not training them that England's first move was made.

... In 1894 France commenced to cater for her library assistants by the establishment of lectures in bibliography and library economy at the Sorbonne university, Paris. ... In 1900 Germany instituted some instructional courses better suited to the needs of assistants than those already in force in Göttingen. It appears that these courses, however, are only open to women. The school established in 1900 was known as Hottinger's. The Library association of the United Kingdom was the next body to move further, and perhaps their move in 1902 is the most important they have made in this great matter of technical instruction. Briefly, they decided to co-operate with the London school of economics in the establishment of lectures or classes in librarianship. Since that date courses of lectures have been held regularly in bibliography, classification, cataloging, and library economy. This was the commencement of the support by educational authorities that had been long wished for. In 1904 the Library association commenced a new method of training, viz., correspondence classes, which have proved exceedingly popular. They were established more particularly on account of the complaint that library assistants in the provinces had no facilities for training, except the Northwestern branch summer school and that was too far away from the majority of such assistants. ... The last development was the establishment of a summer school in Sweden. This was found-

ed last year and claims to be the first of its kind held on the mainland of Europe. ... The only countries that will bear any comparison with one another are the United States and England. English methods appear to be the most practical while the methods of the United States are the most elaborate. But the methods of one will not do for the other. The English are too slow for the Americans, but the American system is far too expensive for English pockets. The prospects in England are far too small to allow of the waste of two years in a library school without counting the waste of money. It stands to reason that a person will not spend two years of his time and a large amount of money training for a profession which will ultimately yield him about £150 per year. Until better conditions prevail with regard to library hours and salaries, a library school of the American type will never be satisfactory in England."

Theory of the training class in the large library. F. E. Smith. A. L. A. Bul. 5: 268-70. Jl. '11.

"The training class in the large library is an evolution from the apprentice class. It signifies more formal and extended instruction than did the apprentice class, and is supposed to be a necessity in libraries where the staff is sufficiently large to make a number of recruits a probability each year." Not even in minor positions can untrained help be used without detriment to the library, and as library schools can hardly supply the demand for workers in the higher positions, it devolves on the library to train its own under assistants. As a rule applicants should have at least high school training and should be under thirty five years of age. While a written examination is not the best test of ability, it may serve as a safeguard. "A failure to pass a written examination will be the only reason accepted by some candidates for not being allowed to enter a training class. It should be marked not so much on accuracy of statement as on the general intelligence shown in the manner of answering, and the examinations should count as only a part, possibly a half, of the mark of admission. With this should be averaged a mark for personality and general fitness." The size of the class should depend on the probable number of necessary additions to the staff. "In planning the curriculum, we must consider the mental equipment of the students upon entrance and the kind of work for which they are to be prepared. Entrance requirements should be such that purely cultural studies will not be necessary. The curriculum should include technical studies such as order routine, cataloging, classification, business methods, etc., studies in book selection and distribution, and lectures on and investigation of civic affairs, with emphasis on book selection and civic affairs." The courses in book selection should be given considerable time; technical courses need not be as extensive as in a library school; and instruction should be given by those actually engaged in the work.

Things needful in library training. C.
Marvin. Pub. Lib. 11: 267. My. '06.

Librarians should understand "bookkeeping, office routine, business forms and methods." They should be able to purchase books and supplies to advantage. They should also know the state's relation to education and should keep posted on the courses of study pursued in the schools.

Training classes in libraries. Pub. Lib.
11: 134-6. Mr. '06.

Library training is given in many places to instruct the regular members of the staff in library methods and also to train apprentices for the work. In Brooklyn a high school education or equivalent is required of applicants and a seven months' apprenticeship is given. At the end of that time examinations are held and those passing them successfully are eligible

Library training—Continued.

to positions in the library. In Cincinnati instruction is given to the new workers in each department in the work of that department. As opportunity offers new members of the staff are sent to various departments so that they may receive a thoro training. In New York city the apprenticeship term lasts nine months "the proportion of time given by the student to receiving instruction and to doing practical work being about two to three. . . . Of 110 students who have gone through the class satisfactorily, 87 are now on the library force."

Training for librarians in France. A. C. Piper. Lib. World. 12: 421-2. My. '10.

"There is no systematic training for librarians in France except for appointments to the staff of the Bibliothèque nationale or for university librarians. The majority of librarians are appointed from the pupils of 'L'École des chartes' who hold the 'diplôme d'archiviste-paléographe,' as their practical knowledge of manuscripts and documents, and of paleography, classification and bibliography, especially fits them for such positions. Courses of instruction in the above named subjects are given at 'L'École des chartes,' and the practical knowledge is gained by the daily handling of the great historical collections there. These courses are also supplemented with practical work at the Bibliothèque nationale or the St. Geneviève library; and since 1893 there has been a course of lessons in bibliography given at the Sorbonne."

Training for librarianship. A. L. A. Committee on training. (Library tract, no. 9.) D. 8p. pa. 5c. '07. A. L. A. Pub. bd.

"While the most necessary preparation for librarianship, as for other professions, is a good general education, and the most necessarily natural qualification is common sense, there is a technical side in the work of every institution for the mastery of which neither a general education nor common sense is sufficient equipment. There are records to be kept, methods to be devised or learned, small daily needs to be met by devices of one kind or another, books to be selected and bought and made useful; rules to be considered, ways of attracting and holding readers, ways of raising money, of securing help; buildings and equipment to study." The following are the "recognized sources of instruction to give approximate uniformity of methods, to inculcate the best aims and impart a desirable spirit to the workers, and to present to them in concise form the accepted principles of the profession." Library schools offer courses of from one to four years. The less concentrated courses running over three or four years being those which are offered by colleges in connection with the regular curriculum. Summer library schools give "brief outlines of the most necessary parts of library work and require only a few weeks' attendance." Apprentice classes go only a little way toward the necessary training. "The apprentice class is allowable and even advisable for libraries wishing to form a substitute list or an eligible list for minor positions, but assistants trained in this way should not be and generally are not promoted to better positions without successive examinations and tests, and, even with these, do not as a rule reach the best positions, for want of preliminary educational preparation." A correspondence course is better than nothing. "It is one of the short cuts which cannot possibly give thoro training, which omits the very important element of practice, which cannot be regulated by any authority, and which therefore creates an opening for irresponsible teaching by incompetent persons. . . . A number of state normal schools have given courses in library economy in connection with their summer schools for teachers, but these have been in-

tended only to fit teachers to take care of their school-libraries and should not be regarded as a substitute for a library school course."

Training for librarianship. M. W. Plummer. Wis. Lib. Bul. 5: 45-9. My. '09.

Training for librarianship in Great Britain. E. L. Foote. Lib. J. 35: 547-51. D. '10.

In 1906 the subject of training for library assistants was discussed in the Library association. Mr. H. D. Roberts said at the time: "It is the first time for 24 years that the subject has appeared in its entirety on the agenda for an annual meeting. It is 14 years since any paper was read on any phase of the question, and 12 since any report on the examinations has been discussed by such a gathering." In 1902 courses of study were arranged for with the London school of economics, but not until 1904 was the course of study made in any degree satisfactory. The entire matter of instruction and examination of assistants is in charge of an education committee appointed by the Library association. Students may at their discretion pursue the course by private reading, by correspondence, or by attendance at oral classes; but to obtain certificates or a diploma they must take the examinations, write the prescribed essays and have practical experience.

Training in the use of a library. I. M. Mendenhall. N. C. Lib. Bul. 1: 47-50. D. '10.

The library has become in recent years the laboratory of the schools, hence the necessity of intelligent training in its use. Methods of classifying and indexing books have become uniform in the last thirty years and students can be easily taught how to use them. Often times without instruction in their use he is helpless or loses time and is handicapped in his work. "Dr. Canfield, of Columbia, said once that the difference between one who is trained in the use of books and the one who is not is that the one who is trained can find more in Webster's Unabridged dictionary than the one without training can find in a library of 1,000 volumes. . . . School superintendents and institute conductors agree in saying that one of the greatest needs of teachers is that they be trained in the use of books and be given instruction that will enable them to select books for the school library and direct the reading of children."

Training of a library staff. H. E. Greve. Boekzaal. 5: 299-303. N. '11.

Examination questions of a correspondence course in cataloging given at Amsterdam.

Training of librarians in the province of Ontario. E. A. Hardy. Pub. Lib. 11: 143-5. Mr. '06.

A plea for the establishment of county institutes in Ontario.

Training of teachers in library work. A. Cunningham. Normal Adv. 11: 108-10. Ja.; Same. Ind. State Lib. Bul. No. 10: 1-2. F. '06.

"The teacher should . . . be instructed in the use of catalogs, indexes, classifications of books and the mechanical contrivances of authors. It is equally important that he know something of such general reference books or compends of knowledge, as encyclopaedias, dictionaries and atlases, which will save him much time and energy in extracting specific information. . . . As the teacher of children he must have a knowledge of children's books, that he may lead and direct them wisely in their choice of books. . . . The training of the librarian as an elective course, is there-

Library training—Continued.

fore entirely within the scope of normal school work. Here it is necessary to teach in a practical way the selection and ordering of books, accessioning, classifying, cataloging, the preparation of books for the shelves, binding and repair, care of periodicals and pictures, charging systems, library laws and the general administration of libraries."

What are the normal schools doing in training their students in library work?

O. H. Bakeless. Penn. Lib. Notes. 4: 37-46. O. '11.

A summary of the work being done by some of the normal schools of the country in giving their pupils instruction in library science. "It is the writer's judgment that: (1) Time can be found for this work easily by the various departments recognizing its importance to the students now, and in their after professional life; and then cutting wisely on the non-essentials of courses and subject matter, and putting more stress on the quality of work done, habits of study formed, and the development of alert students ready to take the initiative—in other words, aiming for after-school and life-long students, instead of those having little more ambition than a desire to pass the course pursued. (2) Our board of principals must be led to a recognition of this important work, and take the initiative, in planning for it, and launching it to a successful issue. (3) This association must urge upon each school as a standard and basis for this training the report referred to at the beginning of this article or one fully as satisfactory as to quality and quantity. (4) The librarians of these schools must be ready, wisely to take the initiative in adopting a course, blazing the way, educating the members of the faculty themselves if they lack a knowledge of how to use the library in their work; and co-operate gladly with them where they have learned the wise use of the library as a work-shop. It is to be devoutly hoped that the library as a book-mausoleum is an idea never to be revived. (5) The work should begin as early in the course as possible and be progressive until all has been done that is essential to have the teachers-in-training able to advance themselves intelligently in this particular. (6) The Free library commission of the state made a beginning of helping this work some years ago. Other conditions, probably still more pressing crowded it out. There are now on the state library force, aggressive, able workers, who might be well asked to supervise this work by those in charge of the educational work. One tour planned taking the seven eastern schools, and another taking the six western schools, would bind all this work under wise, trained supervision, which would be an ideal condition, if the school authorities would permit the innovation. The traveling library system and its function, should be carefully explained to the students, and library laws made familiar, that they as teachers may help the communities to their privileges in these respects. This work, of preparation of teachers for intelligent appreciation of the library, must be done, if the libraries and the public schools ever work together effectively."

Women's work in libraries. M. Reed. Librarian. 2: 76-7. S. '11.

The writer criticizes the efforts of a certain woman's college in England to offer courses in library training. Without proper facilities the school could only turn out half trained assistants who would lower the standards of the profession and tend further to lower salaries which are already low enough.

Library wagons. See **Book wagons.**

Lighting.

See also **Buildings.**

Cautions with regard to illumination of libraries. L. B. Marks. Lib. J. 34: 106-7. Mr. '09.

Electric lighting in libraries. Wis. Lib. Bul. 5: 17-20. Mr. '09.

Overhead lighting is recommended, as table lights are more expensive. The tungsten lamp with a white ball or holoplane glass with a ground glass or opalescent bulb, or a holoplane globe is recommended. This lamp is a saver of expense for current and is being perfected so that it is not so fragile as formerly. The average life of the multiple tungsten lamp can probably be taken at 1,000 hours. The Public service commissioner of New York city reports: "For the same candle power the tungsten lamp consumes four-tenths as much current as the most efficient carbon filament lamp, and nearly one-quarter as much as many lamps that are in ordinary use. The estimated life of the tungsten lamp is over twice that of the most efficient carbon lamp. The bulb of the tungsten lamp does not blaze like the carbon lamp, neither does its candle power decrease as rapidly toward the end of its life, nor the amount of current consumed in order to maintain its standard of efficiency increase. The tungsten lamp costs from four to six times what the carbon filament lamps cost, but the saving in the amount of current is so great that there is a large net gain to the consumer."

Electrical energy in the library. W. J. Phillips. Lib. World. 11: 34-8. Jl. '08.

A series of checks are given which will assist in the economical use of electrical energy.

Electrical energy in the library. W. J. Phillips. Lib. World. 12: 167-70. N. '09.

Details of systematic management of lighting.

Illumination in the New York public library. L. B. Marks. Lib. J. 34: 16-7. Ja. '09.

Library book stacks without daylight. B. M. Green. Science, n.s. 29: 592. Ap. 9, '09.

Daylight is expensive to secure, uncertain, and injurious to books. Space can be greatly economized where there is no attempt to depend on daylight for illuminating stacks.

Library book-stacks without daylight. W. W. Keen. Science, n.s. 29: 973-4. Je. 18, '09; Same. Pub. Lib. 14: 290-1. O. '09.

The "ideal book-stack should be built with solid brick walls without any openings of any kind, and even in the roof there should be no skylight and no openings except for the chimneys and ventilation. Artificial light could be turned on and off at will and would provide amply and inexpensively for the light. Forced ventilation would keep the air pure." This method would have the following advantages: "A wall of solid brick is much cheaper than one with openings for windows, which must be filled with expensive wire glass, to which must be added the cost of iron shutters, with some automatic device for their closure; it is a much better protection against fire; it excludes all dust; the book-stacks can be placed in the stack-room at any distance; farther apart or nearer together, as required, irrespective of their relation to daylight through the windows. . . . The temperature of the room will be equable, the internal heat being retained in the winter, and the external heat being excluded in the summer."

Lighting—Continued.

Lighting, heating and ventilating of libraries. A. J. Philip. Lib. Assn. Rec. 9: 225-30. My. '07.

Lighting of public libraries. Journal Gas Lighting (Lond.) 113: 383-4. F. 7, '11.

New lamps for old. E. A. Baker. Lib. Assn. Rec. 11: 149-51. Ap. '09.

Tungsten filament lamps effect a great saving in current. Where it is possible to introduce transformers and reduce voltage, clusters of lamps of low candle power give good results. The Tungsten filaments may not be as durable as the carbon lamps "but the extra cost of renewals is negligible compared with the immense saving in cost of current."

New lighting appliances. John Crerar library. Annual report, 1909: 12-3.

"In connection with these changes there was installed in the public rooms and over the catalogers' desks the indirect (I-comfort) system of electric lighting. In this system the light is thrown up to the ceiling and thence reflected and diffused thruout the room. Many of the old chandeliers were used and the same 100-watt tungsten lamps. In the reading room 5,400 watts are used to light 3,600 sq. ft.; in the Senn room 3,000 watts to light 1,200 sq. ft.; in the public catalog room 1,000 watts to light 400 sq. ft.; over the catalogers' desks 1,600 watts to light 800 sq. ft. The last named space has a nearly white ceiling, while the others have as light tints as are consistent with the wall decorations. The extra allowance of current in the Senn room and the public catalog room is in part necessary to overcome the disadvantage, for this system of lighting, of long and narrow rooms, but in part secures better results. In them the light is ample, but in the reading room about one out of ten readers appears to need additional light from the table fixtures. The softness of the light, its perfect diffusion, which eliminates shadows and lights the lowest shelf as well as the highest, and the absence of all visible brilliant points, are features which give great satisfaction. The cost for the public rooms is entirely satisfactory, being not more than ten per cent. greater than direct illumination with tungsten lamps and holophane shades, and some 30 per cent less than the old method with carbon lamps. For lighting the assistants' desks, however, the cost is very great in comparison, for 1,600 watts are used to illuminate a space which will accommodate comfortably only ten workers, and if a single desk is occupied 800 watts must be used. Further experiments on the lighting of the stacks have resulted in the installation in the new stacks of 25-watt tungsten lamps with holophane shades six feet apart instead of 40-watt lamps 9 ft. apart. The amount of current used is practically the same, but the light is better distributed. A minor improvement introduced on an experimental stack is the use of white enamel on the bottom shelf and the tilting of this shelf 1½ inches to the foot. When the books are set back two inches from the edge of the shelf the increased legibility of the shelf marks is very evident."

Scientific library lighting. Pub. Lib. 16: 301-2. Jl. '11.

Factors which determine the amount of illumination needed in any given case are, the purposes of the room, the reader's acuteness of vision and the quality of the reading matter. Because of the number of individuals which the library must serve, a distinct problem is presented in attempting to equip a room to meet the requirements of all. Some standard must be adopted and a system instituted which will approximate it. Experiments show that the eye is more sensitive to contrast than to actual illumination. It is constant change from

brilliant light to dim that is fatiguing. "Hence the problem of library lighting resolves itself practically into the question of how to secure a system of lighting which will insure approximately uniform distribution of light and which at the same time possesses sufficient flexibility to lend itself readily to the various uses of a library. As yet no entirely satisfactory system has been discovered. A good general lighting system answers very well the purposes of a circulating room, but for the lighting of tables, shelves and book stacks this must generally be reinforced by local lamps. Such a combination if arranged so as to be controllable in sections has been found economical as well as fairly satisfactory." In all cases the services of an illuminating engineer should be procured in installing a system. Eyes should be protected from the glare of a bright light by shades. High angle lighting which allows the reader to adjust his book and escape the glare from the book-paper is advisable. Windows that have their tops flush with the ceiling admit more daylight than lower windows. An element not sufficiently utilized is the reflective power of walls and ceilings. It is now possible to determine very accurately the reflective power of colors.

Lists of books. See Book lists.

Literature.

What fifteenth century books are about. R. Steele. Library, n.s. 8: 225-38. Jl. '07.

Literature, Local. See Local collections.

Loan department.

See also Access to shelves; Borrowers; Borrowers' cards; Charging systems; Circulation; Fines; Registration of borrowers; Renewals.

Active library membership: a suggestion. C. Recht. Lib. J. 34: 263-4. Je. '09.

Libraries that do not systematically re-register borrowers carry a burden of "dead" membership upon their records. It is suggested that an automatic stamp used once on each card that is presented by a borrower during a year will indicate the annual live membership.

Bespoken file. R. Wright. Croydon Crank. 1: 62-3. Jl. '08.

Cost and work of American libraries. N. W. L. A. Lib. World. 12: 323-4. F. '10.

Delivery department. B. Winsor. Lib. J. 31: C267. Ag. '06.

Let all books except seven-day books stay out one month instead of two weeks. It will mean fewer overdue books and saves renewal postals. Don't have special cards for teachers or any other class. Serve all alike. Don't require a guarantor except for minors. Trust people and so make your library popular.

Liberal rules for borrowers. K. W. Barney. Vermont Lib. Com. Bul. 7: 1-3. D. '11.

The librarian of a small library may have few rules. She knows her patrons personally and may allow them privileges which are not possible in a larger library. Open access to shelves is always possible and advisable in a small library. The old rule which limits the borrower to two books at a time may be modified. In the first place he should be allowed two books of fiction if he so desires. The educational value of a novel may be greater than that of a text book. And it is not to be questioned that people who get their fiction from the public library read a better grade than do those people who buy their own books from the news stands. Some libraries allow more than

Loan department—Continued.

two books to be drawn at one time. This privilege should always be granted to teachers, students, program committees or others having occasion to consult non-fiction books for serious purposes. Vacation privileges are granted by most libraries during the summer months. When the borrower lives at a distance his books should be renewed by letter if he desires, and it is well in such cases to insist that titles be given as the call number is Greek to the ordinary borrower and the chances are he will not copy it correctly. The policy of the library should be to be liberal in small matters. "Let us suppose that a patron living at a distance forgets to bring his books when he comes to town, or that a woman on a shopping trip sees the library and is reminded that she hasn't had a book for some time and that her card is home, or that someone who came in with a friend sees the book he wants for himself; are these people to be denied the pleasures of the library because their books or cards are not at hand? Since the purpose of the library is to get its books into the hands of the people, why not impress upon patrons that they are free to come to the library any time they want something to read—card or no card—and assure them of a welcome from the librarian who will satisfy their desire so far as lies in the library's facilities? One library solves this problem by charging such books to the name instead of the number of the borrower, using cards of patrons who have left town; such cards having a special mark to indicate the purpose for which they are kept. This privilege of borrowing a card gives more satisfaction than any concession the library makes and goes far toward convincing the people that the library is really trying to make good its title, the 'free public library.'"

Loan department work. C. Bacon. A. L. A. Bul. 3: 208-11. S. '09.

Loaning more than one book at a time. J. Powell. Minn. Pub. Lib. Com. Notes. 9: 25-7. D. '06.

For busy people the one book rule is often a great inconvenience, and there is no reason why they should not have more than one book except in the case of fiction. The supply of non-fiction books is usually greater than the demand, and there is little danger of too many calls for it. The restriction on fiction is not adhered to in the case of standard authors, because their works do not circulate as freely as do the recent popular novels. "Non-fiction books are not fined, even when not taken out on a special time limit. They are renewed every two weeks without application from the borrower. Books taken on special time limit may be recalled any time after four weeks. Two days' notice is given, after the expiration of which a fine of ten cents a day is imposed."

Putting out new books. A. G. Evans. Pub. Lib. 11: 499. N. '06.

In Decatur, Ill., the library adds about 75 new books a month and it is the custom to place these on the shelves on Monday morning of the last week in the month. The list of these books is published in the Sunday papers. For the first day all these books are placed on a counter back of the delivery desk and after that placed in their respective classes. "On 'new book day' patrons are limited to one new book in a family" except that a child is permitted to have an additional one from the children's room. These new books may not be reserved by advance request, although if ordered by special request for study club purposes, a notification card is sent giving the date when the book will be placed on the shelves.

Regulations affecting the loan of books in libraries. G. A. Stephen. Lib. Assn. Rec. 9: 173-83. Ap. '07.

The earliest information respecting loans comes from the monastic libraries. In the

sixth century the Benedictine monks were "ordered to receive a book apiece from the library at the beginning of Lent and read it straight thru." In the tenth century the Cluniacs had a rule "by which once a year each monk could change or renew the volume already on loan. . . . The Cistercians and Carthusians were the first to allow books to be borrowed by persons outside the convent, under certain conditions, and thus is seen the first step towards the lending library idea. The custodians in some of the monasteries, however, were so averse to running the risk of losing their precious treasures that they placed the books of their libraries under an anathema, so that books could not be lent or borrowed under pain of excommunication. This policy was soon recognised as selfish and unjust, and it was formally condemned in 1212 by the Council of Paris and the anathemas annulled. . . . Acute bibliomania was not unknown in this age; therefore to ensure the safety and due return of the books, the loan of a volume was accompanied by legal forms and ceremonies, and the borrower, no matter what his station or character, had to sign a bond for the due return of the book and often to deposit security as well. . . . In the mediaeval libraries it is evident that there were two classes of volumes. Besides the annual giving out and inspection of what may be termed the lending library books . . . a portion of the library was placed in a separate room where the books were fastened to the shelves. . . . This practice of fettering books furnishes the origin of the reference library. . . . All persons before having a ticket issued to them must fill up and sign the customary form or card, undertaking to obey the rules of the library. It may be observed 'en passant' that it is a bad policy to keep a person waiting a week before his ticket is made out. Twenty-four hours is sufficient time to check a voucher and to do the necessary work of registration; some libraries even go further than this and issue the ticket immediately the form is presented. The tickets are issued for a limited period, varying from one to three years; but they are renewed periodically. This plan brings the borrowers to a systematic review of their opportunities and serves to keep the borrowers' register up to date in the matter of addresses. . . . Some libraries stipulate that only one volume shall be issued at a time consequently works in two or three volumes are split up, and the borrowers thereby, compelled to make two or three visits to the library before they can read through the work. The absurdity of this rule is very apparent in the case of students who borrow historical and bibliographical works for reference purposes, only to find that the index is contained in the last volume. . . . The 'two-book' system now adopted in many libraries is designed to meet the requirements of students. . . . Libraries with a large stock in proportion to their number of readers might even go further and permit bona-fide students to have as many books as they require, with a proviso that they be returned within twenty-four hours if demanded." It is absolutely essential that the period for keeping books out be a fixed one, "for to permit people to take out books and keep them indefinitely is an injustice to the other borrowers who use the library, and would, moreover, result in the disorganisation of the library system. In many of the older public libraries the time limit is seven days, but from experience library authorities have found that this period is insufficient for many of the borrowers to read works in certain classes, and thus the time more generally allowed is fourteen days." It is advisable that the librarian be empowered to substitute suspension of library privileges for the fine whenever he thinks it advisable. "Some libraries insist upon the books being returned to the library before the renewal is granted, an unnecessary hardship; but others do so upon receipt of a post-card bearing the necessary particulars, i.e., number of book, date of issue, and borrower's name or number. . . . Many libraries have a considerable number of books in their reference department that

Loan department—Continued.

might occasionally be lent to genuine students with profitable results, but for the inviolable rule in existence that no books from this department shall be issued for home reading."

Renewals, transfers and seven-day books.

J. Cloud. Minn. Pub. Lib. Com. Notes. 9: 28-9. D. '06.

In the Minneapolis public library "a regular 14 day book may be renewed once for another 14 days; it must then be placed on the shelves and if not taken out within 24 hours, may be drawn by the same borrower." There is no rule against transferring either 7 day or 14 day books. The popularity of a book determines the length of time that it is kept a 7 day book, and there are no 7 day books outside of fiction.

Reserved books. W. E. Stevenson. Lib. World. 10: 276-8. Ja. '08.

"A borrower who comes time after time for a certain book, which he never can find in, is often very glad to know that simply by paying a penny, addressing a post card to himself, filling in on the other side the author and title, and, if possible, the classification number of the book wanted—he can have the book reserved for him as soon as it is returned. After duly filling up the post card, the assistant takes it and puts it in a special tray or place provided for the purpose, and the following day the assistant whose duty it is to attend to the reserves searches the issue for the book-card which represents the book when out. When this is found, a small card stating that the book is reserved is placed in the borrower's ticket containing this particular book-card. The date also is stated on which the book was reserved, and the date on which it is due back should be noted on the post card, as this may save a great deal of trouble; some books being returned a day or so after they have been reserved, while others do not come in for three or four weeks. In the latter case, should an irate borrower come in saying he reserved the book months ago, it can easily be proved to him that it is not quite so long as he thinks, and by looking in the tray at the date of return, which may be found on the post card, the book card can be shown, which will make him understand that the book is still out on loan. When the book is returned the assistant notices the reserved card in the borrower's ticket, and at once places the book on a shelf marked 'Reserved books.' This shelf is cleared each morning and a post card is sent to the borrower. . . . The book is then placed on a shelf marked 'Reserved books; post cards sent,' and is kept two days for the borrower, and should he not call for it within that time, it is again put into circulation."

Rules and regulations for lending libraries. P. E. Farrow. Lib. World. 13: 36-41. Ag. '10.

The aim of the librarian today is to popularize the library, and there is a consequent tendency toward the doing away with "red tape." Lax management resulting in poor service may be classed with over-rigid management as a cause of dissatisfaction among borrowers. "Simplicity is to be commended, because it is natural and appeals to those brought into contact with it; but ignorance and neglect, especially in what are supposed to be learned institutions, are to be condemned." One of the useless rules now in force is that requiring the signature of a guarantor to each application. If the borrower wished to be dishonest, the forging of a name is a simple matter, and as borrower and guarantor often live in the same house one will be quite apt to disappear if the other does. A system of fines seems to be a necessary evil, but it should be remembered that the object of the fine is not to obtain money but to promote promptness in return of books, and the fine should be as low as is

consistent with this aim. In the matter of renewing books, the wisest policy seems to be to permit the renewal of any book not known to be wanted by another reader. The rule permitting the renewal of non-fiction only is absurd when it prohibits an extension of time on such works as the novels of Dickens and Thackeray. In the administration of a library, regulations are, of course, necessary. "Without rules there can be no true organisation. Without organisation chaos reigns; so rules we must have. There are three important points which should be borne in mind when compiling a code of rules for a public library. They are:—1. Let them be as few as possible; 2. Let them impose only restrictions which are essential to the proper working of the library; 3. Let them be couched in courteous terms."

Seven-day book: why not transfer it? J. V. Cargill. Wis. Lib. Bul. 2: 44-5. My. '06.

The average borrower cannot understand why there is a restriction on transferring the seven-day book. He cannot see that when he returns a book wishing to have it transferred to another card "he has inside information that the book is being returned and the general public is discriminated against if the book is given to him." If this were done the impression would go out "that the newest books circulate among families and cliques to the exclusion of the general public. No favoritism, no partiality, is the note that should be sounded in our libraries. . . . To the small libraries I would say: Enforce your rules strictly with reference to the seven-day book. While most of you positively deny the advisability of this rule theoretically, we have under our present library conditions no alternative but to insist on its practice."

Successful loan desk assistant. T. Hitchler. Lib. J. 32: 554-9. D.; Same cond. Ia. Lib. Q. 5: 172-4. Jl. '07.**Time notices.** Pub. Lib. 12: 254-5. Jl. '07.

A compilation in eleven different languages of a notice of the length of time a book may be kept.

Work of the registration desk. S. C. Van de Carr. (Modern American library economy as illustrated by the Newark, N. J., Free public library, ed. by J. C. Dana, pt. 1, sec. 1.) il. O. 32p. pa. 25c. '08. Elm Tree Press, Woodstock, Vt.**Loans, Inter-library.**

See also Cooperation.

Central bureau of information and lending collection for university libraries. W: C. Lane. A. L. A. Bul. 3: 380-3. S. '09.**Central bureau of information and loan collection for college libraries.** W: C. Lane. Lib. J. 33: 429-33. N. '08.

The author proposes a college lending library and reference bureau to arrange for the lending of books from one library to another. "If its resources are small it must be mainly a bureau of information, but if established in close connection with some large library, it can also make itself responsible for the books lent abroad by that library, and by others in the vicinity. If it has an ample endowment, it can possess books of its own for lending, supplementary to those in other libraries." As a bureau of information, its duties will be to publish lists showing what books may be loaned from the various libraries and where they are to be had. "One library, for example, may have a complete set of the English Record publications, but

Loans, Inter-library—Continued.

may have so active a demand for them that it treats the whole set as a reference collection, and will not allow even its own officers to withdraw them from the shelves. Another library, small or under different conditions, owning the same set, may find the domestic demand so much less that it can safely and freely lend. Some libraries will lend within their own state, but are not inclined to extend their favors further. Some will respond to demands made on behalf of learned scholars engaged in investigations that lead to publication, but do not feel justified in helping high school pupils prepare themselves for a debate or an essay. Such questions each library must decide for itself, judging how far it can extend its operations abroad without abridging the rights of its readers at home. Information touching all such points should be in the hands of the officers of our bureau. In addition, such a bureau may be "a lending bureau, itself arranging loans, especially from libraries in its own vicinity, to those at a distance. Its neighbor libraries, if willing to lend at all, would doubtless welcome the cooperation of an agency ready and able to assume the responsibility of replying to correspondents and of meeting the requests of would-be-borrowers. A good system of administration is therefore essential to the success of such a bureau, that letters may be promptly answered, that information on file may be exact and readily found, that books borrowed and lent may be safely packed, quickly dispatched, and carefully followed up, that insurance be properly adjusted, and transportation charges kept at a minimum. . . . If in addition it is to be itself a library, lending its own books as well as those of others, its usefulness will be correspondingly increased, and its endowment must be strengthened in proportion. As one watches the requests for books that come into a large library from other libraries, one finds two classes of books, the demand for which the library is unable to supply—first, those which it owns but does not feel justified in withdrawing even temporarily from its own readers; and second, those which it does not possess. As to the first class, if the volume asked for is a current book of moderate price, one is not greatly troubled at having to refuse it, for the inquirer can probably find a copy elsewhere, or better still, may be persuaded to buy it; but if it is some important but expensive work of reference, or if it is a volume of the proceedings of one of the half-dozen leading German academies, our present system of inter-library loans breaks down, and we need some other resource.

As to the second class of requests mentioned above, those which cannot be satisfied because the library does not possess the desired books, it is of course true that no library will ever reach the point when it will not frequently disappoint the inquirer in this way. But recent investigations have shown that large numbers of important sets are still lacking in all American libraries—works that the thoro student in any department of learning finds it to his advantage to consult, yet to obtain which he must still personally visit the great libraries of Europe. Here are two directions then, in which our proposed central lending library could profitably collect books to be lent,—expensive individual works and sets of books which may already exist in several libraries, but which those libraries are unable to lend, and will be more and more compelled to retain for the use of their own readers, and, secondly, works, especially sets of the publications of the learned societies, not already owned anywhere in America. . . . Our lending library with such a plan outlined before it will need a library building, but a building different from any now in existence. It may be of absolutely simple plan architecturally, it may be entirely devoid of ornament, but it should be completely fire-proof. Its interior will be almost altogether devoted to storage—storage of books and of somewhat extensive card records. In addition to this, it needs only room for a small staff and conveniences for handling the books it receives, and for packing and shipping those it lends. The outfit is a simple one compared with what is demanded by the more complex work of other libraries."

Co-ordination, or method in co-operation.

C: H. Gould. Lib. J. 34: 335-40. Ag. '09;
Same. A. L. A. Bul. 3: 122-8. S. '09.

Notes on this article are given under the heading Cooperation.

Inter-library loans. W: W. Bishop. Lib. J. 34: 527-32. D. '09.

The Library of congress is already in effect a central lending library for other North American libraries. Its purpose in so lending books is to "aid research calculated to advance the boundaries of knowledge, by the loan of unusual books not readily accessible elsewhere." Such loans cannot include books that the local library should have or could easily procure by inter-library loan from a nearby public, university or state library. Nor can material in constant use in Washington be spared. Genealogies, local histories and newspapers may not be loaned, and bound periodicals only for very serious research. All expenses of carriage must be met by the borrowing library. The Library of congress constantly extends its resources for such loans, and there seems to be no good reason why any other central lending library should be contemplated. Cooperation or coordination among libraries may well take the form of cooperation in purchasing books and supplying information. Duplication of costly sets at many points is folly. The beginnings of a central bureau of information have been made in the Library of congress. Printed cards from the John Crerar library, Columbia university library, Boston public library, New York public library, District of Columbia public library, and the departments of agriculture and war, the geological survey and bureau of education are received and filed. The printed catalogs of libraries are at hand. The Library of congress is willing to answer by mail inquiries as to its possession of a particular book; as to existing bibliographies on a particular subject; as to the most useful existing bibliographies on a particular subject and where they may be available; as to the author of a book by a known title as well as the date, price and probable cost of a specified book; as to the source of a particular quotation if easily ascertainable; and where only moderate research is required information as to particular facts in literature and history, in the organization or operation of the federal government, and also to make extracts of moderate extent from books in its possession.

New York state library in its relations to the libraries of the state. F. L. Tolman. N. Y. Libraries. 1: 68-70. Ap. '08.

Notes on this article are given under the heading State libraries.

Primitive inter-library loan system. L: N. Feipel. Lib. J. 35: 370. Ag. '10.

Symposium on coordination or affiliation of libraries. Lib. J. 35: 103-8, 195-8. Mr., My. '10.

Notes on this article are given under the heading Cooperation.

Local collections.

Advisability of establishing county libraries. A. C. Piper. Lib. World. 14: 65-7. S. '11.

Because of the waste of money in libraries all over the country making a point of collecting local literature, Mr. Piper proposes the establishment of county libraries which shall make general collections of local material, the same to be used for reference purposes only. Their cost and maintenance should be borne by the whole county, and each town library should have a catalog of the county library so that the staff could advise readers where to

Local collections—Continued.

find local material. In such libraries the librarians would be able to devote their whole time to the work of collecting and indexing local literature and this would develop a class of specialists in the bibliography of the county. Only county councils could authorize the establishment of such libraries.

Book selection: local collections. J. Ross.

Lib. World. 10: 71-6. Ag. '07.

"In addition to securing a copy of every book—either written locally, or on a local subject, or printed locally,—a copy of every edition of local county histories, and other similar tomes of great importance should, wherever practicable, be secured. All printed matter of an ephemeral character—even be it in the shape of an auctioneer's catalog, or the latest parish magazine—may in the true nature of things be worth inclusion. There is hardly anything so trivial in the way of a book, newspaper cutting, local print, or photograph, but may become of value, often of great practical value, to the public of the present—and above all to the public of the future who are to be kept in mind. Even a superficial acquaintance with guide-books, hand-books, and other topographical works dealing with particular places or districts serve to remind us that these books contain information which cannot be obtained from any other source, and consequently the local collection is their true destination. Directories, also, or local annuals may not be passed over, for these may be of service in a variety of ways, and often as throwing important sidelights upon current events. Local newspapers, generally speaking, are excellent and adequate repositories, and where a representative selection is kept an important field for research is available for the operation of the future historian. It is always advisable to file, and ultimately bind, local newspapers." The classification and catalog of the local collection should follow the lines of the general catalog of the library. Every facility should be granted to those wishing to consult the local collection.

Classification and arrangement of local collections. R. T. Richardson. Lib. Assn. Rec. 7: 12-8. Ja. '05.

Classification of local collections. L. S. Jast. Croydon Crank. 2: 24-7. Ap. '09.

A topographical scheme must first be worked out and topical subdivisions added.

Collection of local history. J. M. Rogers. Lib. J. 35: 368-9. Ag. '10.

Collections of local historical material. Vermont Lib. Com. Bul. 3: 1-3. S. '07.

Duty of the public library for preservation of local history. W. Upham. Minn. Pub. Lib. Com. Notes. 3: 24-5. Je. '10.

Functions and possibilities of a library and museum regarding the collection of local mss. and seals. H. L. Parry. Lib. Assn. Rec. 12: 467-78. O. '10.

In the collection of local bibliography no work brings better results than the collection of original manuscripts. The local public library is the natural repository for all ancient documents of local interest.

Gathering of local history material by public libraries. R. G. Thwaites. Wis. Lib. Bul. 1: 89-90. N. '05.

"It is difficult to specify just what the local library should make a serious business of collecting; it is easier to make a list of what should not be gathered. But especially would we urge the accumulation of newspaper files, the daily or weekly record of the community's life, and these files should, if possible, be com-

plete. All manner of published reports should be obtained—those of the common council, the county board of supervisors, the various public institutions, located in the community; the published memorial sermons, club and society year-books, printed rules and constitutions of local lodges, catalogs and programs of local colleges and academies; published addresses of any sort; all of the literature published by the churches—year-books, leaflets, membership lists, appeals for aid, or what not; programs of local entertainments participated in by residents of the community—all these would in time be found to have great interest to the local historian. In short, all of this printed matter will prove in due season to be a fund of information which shall make the library a Mecca for all who wish for any purpose to refresh their memories relative to the life of the town."

Librarians as local biographers. G. Iles.

O. 6p. pa. '11. N. Y. State. Lib. Assn.

Library and literature division at the Louisville exposition. Louisville, Ky. Times, page 11. Mr. 28, '07.

A description of a bibliography of Louisville writers containing over 300 writers and about 600 books.

Local and county photographic surveys.

T. Duckworth. Lib. Assn. Rec. 7: 19-30. Ja. '05.

Local collections should include photographs of old buildings, the daily appearance of the streets, the scenery, monuments, life, natural history, and facts of the county as they exist today. "The agricultural life of the rural counties and the manufacturing and mining industries of our towns and cities should be noted. Pictures of typical agricultural implements and industrial machinery should be taken from time to time, in order that the gradual evolution from the simple to the more complex may be pictorially shown. . . . Portraits of all persons, men and women, whose lives have been closely associated with the intellectual welfare and progress of any locality should be carefully preserved for posterity." Views should be had of any archaeological remains, of all the principal buildings of the town, of landscapes and of the fauna and flora of the district. Uniformity in sizes of prints and mounts is desirable. Each photograph should be dated and cataloged under its photographer, subject and locality. The photographs should be stored in suitable cases in order to be readily accessible for issue.

Local collections and the county collection. W. A. Peplow. Lib. Asst. 5: 336-8. S. '07.

The area chosen for most local collections is too extensive. If each library confined its collecting to its own town, and then all the towns in the county cooperated, this would make a strong collection available for all.

Local collections: what should be collected and how to obtain materials. W. H. K. Wright. Lib. Assn. Rec. 7: 1-11. Ja. '05.

County histories are very important. Every edition of every known work about the locality should be on the shelves. Histories of cities, towns and parishes, guide-books, hand-books, and topographical works dealing with particular places or districts, directories and local annuals and biographies all have their place. All publications of corporations and other public bodies should be in the local collection. Fiction that relates to the locality is important. Local newspapers and periodicals, maps, charts, and sketches should be preserved, also play-bills and catalogs of sales.

Local collections—Continued.

Local literature and its collection. H. R. Purnell. *Lib. Asst.* 6: 36-41. D. '07.

"Get everything" are words that might well form a text to be adopted by every librarian in gathering the material pertaining to his district. Besides histories and topographies collect the official publications of the district such as minutes of council meetings. Municipal election literature is worthy of preservation, as is also the literature issued by candidates for parliament. Collect parish and school magazines. The principal library in a county may extend its field of collecting as far as the county but other libraries should confine their area to their own town. In the Surrey collection the arrangement is topographical and books relating to the various places are further classified by subject. The cataloging rules in force for the rest of the library should apply to the local collection as far as possible. A careful catalog of the local collection forms more or less a complete bibliography of the district according to the fulness of the collection.

Local literature and the public libraries with special reference to the Rhine-provinces. A. Keysser-Cöln. *Zentralblatt für Bibliothekswesen.* 25: 348-55. Ag. '08.

Local prints. S. J. Parker. *Lib. World.* 10: 278-80. Ja. '08.

"A local print must be a print of some place of interest and importance in the immediate locality. . . . When the collection is large enough a complete list, giving every detail connected with each print, should be made in printed form, and put on sale at a very small rate."

Local records in public libraries. B. G. C. Collier. *Lib. Assn. Rec.* 13: 268-75. Ag. '11.

Discretion should be used in the collection of local material. "The public library, clearly a democratic institution, should be a model of usefulness constructed upon the 'workshop' principle rather than a museum for decrepit documents and invalidated volumes of insufficient significance to the general public to justify their preservation." Annual reports of charity organizations and institutions should be bound and kept for reference. If local papers are not indexed, a method of preserving press reports which is superior to the newspaper cuttings book is to paste cuttings on sheets of stout cartridge paper, folding the paper and forming it into sections for binding. Archeological and historical material may be recorded thru the medium of photographic surveys. Records of the pageants which of recent years have been organized in many towns should be preserved. The local collection should be kept separate from the general reference department, yet in the majority of cases there will be little need to provide a separate room. A distinguishing sign should be used with the classification number to prevent confusion in placing the volumes on the shelves. The catalog of the local collection should also be separated from the general catalog as soon as the size of the collection permits.

Our local collections and local documents. E. A. Baker. *Lib. Assn. Rec.* 11: 96-8. Mr. '09.

Photographic surveys in connection with public libraries. J. Warner. *Lib. Asst.* 6: 240-5. Ja. '09.

"As an addition to the local collection now to be found in every public library of importance, the photographic survey has, apart from

its value to the future historian, a very considerable present day value to every enquirer upon any subject connected with the locality—and such enquiries in a public library are by no means few or as a rule easy to satisfy. . . . The librarian of every public library should certainly endeavor to bring about the formation of a society for photographic survey purposes, if one has not already been formed before he has become sufficiently inspired, or in the latter case should interest himself in the movement. An interesting and useful piece of evidence is afforded by the fact that altho only about a dozen surveys have originated at the suggestion of public librarians and curators of museums, this number includes the largest and most useful institutions in existence, including those of Herefordshire, Shropshire, Surrey, Kingston, Ipswich, and Cardiff. Nearly all the surveys of any extent are to be found in public libraries and museums, only two or three of any importance remaining in the hands of private societies. An offer of a room for preliminary meetings, the use of the library as an advertising medium, and the typewriting and stencilling of circulars of information, should be included in the first efforts to establish relations between the library and survey authorities. The provisional survey committee will thus be enabled to save what to it would represent a good deal of expense, while the library authority with very little expense will probably secure an extensive collection of valuable prints. As little as possible of the initial work, of course, should fall upon the shoulders of the librarian and his staff. . . . In dealing with the relations between the library and survey authorities, the chief points to be considered are first, the conditions under which the prints are housed at the public library, and second, the question of expense. . . . In the majority of cases, I believe, the photographs are only loaned to the library, an arrangement which seems to me entirely unsatisfactory, the more especially as neither the survey nor library authorities have taken the trouble to protect themselves by a written agreement. It certainly seems desirable that the material, if possible, should become the property of the library authority. Only in a few cases have the surveys taken the trouble to prepare duplicate sets tho this presents an easy method of solving the difficulty. The survey, of course, bears the whole of the expenses of the society, the printing of forms, stationery, and similar incidental expenses, and in the majority of cases, the mounting of the photographs, while the library bears the cost of mounts and the cost of the storage and arrangement."

Public libraries and local history. B. A. Finney. *Pub. Lib.* 10: 3-6. Ja. '05.

"The books and other material peculiar to this age will be sought for by a later generation, but how slowly do we learn to appreciate the needs of that public yet to come. . . . The materials important to preserve for this purpose are . . . 1. Books written about the locality, or containing descriptions relating to it. . . . 2. Newspapers printed in the region of the library, especially in its own town. . . . Clippings may be useful and valuable. . . . 3. Broadside, advertising sheets and booklets, cards, programs, etc. . . . 4. Personal manuscripts, diaries and correspondence are often of importance. . . . 5. Account books of some local business, especially a general store, might be valuable in showing the actual state of local prices, better perhaps than newspaper quotations, and might be occasionally very useful for personal history. 6. Local societies might be encouraged under proper conditions, to deposit the records of their proceedings with the public library. . . . 7. Pictures are most important among the materials of local history. Paintings, engravings, or photographs of persons, places or things may show the present conditions more clearly to the eye of the coming generation than the most carefully written description. . . . 8. The objects themselves.

Lost books. See **Thefts of books.**

M

Magazines. See **Periodicals.**

Manufacturers' catalogs. See **Trade catalogs.**

Manuscripts.

Care of books in early Irish monasteries.
E. A. Savage. *Library*, n.s. 10: 362-70. O. '09.

Functions and possibilities of a library and museum regarding the collection of local mss. and seals. H. L. Parry. *Lib. Assn. Rec.* 12: 467-78. O. '10.

In the collection of local bibliography no work brings better results than the collection of original manuscripts. The local public library is the natural repository for all ancient documents of local interest.

History of manuscripts. R. L. Dumenil. *Lib. Asst.* 6: 266-9. F. '09.

Illuminated mss. in the Ruskin museum, Sheffield. *Lib. Assn. Rec.* 11: 572-9. D. '09.

Manuscript hunting. E. C. Richardson. *Bibliog. Soc. of Am. Proc. and papers.* 3: 14-28. '08.

Monastic book-making. A. Morgan. *Lib. Assn. Rec.* 11: 303-20. J. '09.

On calendaring manuscripts. W. C. Ford. *Bibliog. Soc. of Amer. Papers.* 4: 45-56. 1909.

"The problem presented is almost that which is given in indexing a book, with the added inconveniences that there is only one copy of the work in existence, and that copy is in a form not easy to handle under the best of conditions." A calendar of manuscripts is not a true index because of the arrangement of material. This arrangement is either alphabetical or chronological. The alphabetical is more useful to the biographer because it shows the letters and writings of one man, but the chronological arrangement is unquestionably the better one. The makers of good calendars are rare because they must have both historical knowledge and highly trained sense that will prevent excessive attention to detail.

Preservation of manuscripts. F. W. Lib. J. 35: 64. F. '10.

Treatment of written historical documents for preservation. C. F. Himes. *Jour. of Franklin Inst.* 163: 161-3. Mr. '07.

Reinforcing the creases and weak places with gauze or other semi-transparent fabric has been found preferable in most cases to dampening and pressure, as the latter is apt to affect the clearness of the writing or the wearing-power of the paper.

Use of manuscripts. W. C. Ford. *Nation.* 91: 54. J. 21, '10.

Maps.

Care of maps. F. K. W. Drury. A. L. A. Bul. 2: 347-55. S. '08.

Complete directions are given for caring for atlases, pocket maps, roller maps and sheet maps. A bibliography follows the article.

Maps and atlases—their selection and care. S. B. Ball. *Pub. Lib.* 15: 11-5. Ja. '10.

The methods of the Library of congress and the American geographical society are too elaborate and expensive for the average library. The public library of Newark, New Jersey, uses the following system in its Business men's branch. "The library carpenter made a shelf of matched, inch-thick, white pine, nine feet long and five feet wide. This shelf was fastened by overhead brackets at right angles to the side wall, and eight feet from the floor. Three feet of the white curtain cloth called Holland was stitched to the top of each map, all unmounted maps having first been mounted. Hartshorne automatic tin shade rollers of four different lengths, three feet, four feet, six feet and nine feet, were placed close together on the under side of the map shelf on ordinary roller brackets. To these rollers the maps were attached, each map to a roller of proper length, at the end of the Holland extension. Altho the shelf is eight feet from the floor, the Holland extension permits the top of any map to be drawn down to the level of the eye. When a map is not in use it is rolled up out of the way just as a window shade is raised. A stick is fastened along the bottom of each map. From this hangs a brass chain about a foot long. At the end of the chain is a large white-wood label with the name of the map clearly printed on it in large black letters, and shellacked. Forty maps, four of which are nine feet wide, are cared for in this way on the nine feet by five feet shelf. Others are attached to rollers of proper length and kept in a rack nearby, ready to be slipped into place on the under side of the shelf as needed. Any library wishing to make readily accessible such of its maps as are often wanted, may find something of interest in this plan. The constant use that has been made of the maps at the Business men's branch shows how much depends on a convenient arrangement. The cost of such a collection is small in comparison with the usual map case of many shallow drawers, or with the clumsy roller combinations of the dealers. The itemized cost is as follows: map shelf 9x5 feet, \$30; Holland extensions, 3 cents or 4 cents for each square foot of material required. Cost of automatic tin shade rollers, 4 feet and under, 35 cents; 9 feet, about 80 cents. Brass chains, 3 cents per foot. Wooden labels, about 5 cents each. . . . Unmounted maps should be laid flat, with as few folds as possible, for each fold is but the beginning of a tear. A simple and inexpensive method is to group the maps into several large classes, such as local maps, state maps, city maps, United States, Europe and so on, and keep them in large portfolios. Portfolios 28x33 inches can be made for 60 cents and will hold at least 50 maps each. These maps are hardly worth cataloging separately in the ordinary library; but reference cards for each portfolio under rather general headings will be useful in suggesting a further source of map material. Although this method is somewhat crude and not altogether satisfactory, it keeps the maps in some order and is very inexpensive. Any library can afford to do at least this much with maps, and it is better to do this than to neglect them." A list of maps and atlases in use in the Business men's branch is given.

Maps: their value, provision, and storage. C. P. Jackson. *Lib. Asst.* 8: 184-90. O. '11.

All reference libraries are, as a matter of course, well supplied with atlases, and so consider themselves fairly provided with maps. Collections of loose maps are somewhat of a rarity in public libraries. "Altho the majority of questions of a geographical nature asked in the reference department can be adequately answered with the aid of a good general atlas and gazetteer, the value of a collection of maps on a larger scale than those contained in atlases, is nevertheless appreciated by the au-

Maps—Continued.

thorities of those libraries fortunate enough to possess such a collection. There are many features—physical and otherwise—which atlas maps are precluded by the limitation of size from showing, and such maps are quite inadequate to subserve the needs of those who are desirous of making a thorough survey of the history of a country, of studying a particular epoch in such history, or of obtaining a clear idea of the economic possibilities of the land." As soon as the library begins to acquire a small collection of maps, it faces the problem of storage. It is easy to store maps away, the problem is to store them so that they can be located at a moment's notice. Folding maps can be kept on shelves like books; maps on rollers are comparatively easy to handle; the difficulty comes with those maps issued, as are all government maps, in sheet form. The method of the Royal geographical society follows: "A large room is devoted exclusively to the storage and display of maps, and these are kept in drawers which are arranged in tiers round the room. The dimensions of the drawers used—43-in.x29-in.—enable the majority of maps to be accommodated with but one folding; and of course many maps flat. Each tier of drawers is given a letter, the letters being used again doubled and trebled on the exhaustion of the alphabet, and each drawer is numbered. A certain number of tiers is allotted to each of the continents, and in these tiers the countries are arranged in alphabetical order; as much subdivision as desired being possible under each head. A printed catalogue was issued in 1881, in which the collection was divided into the five main divisions Europe, Asia, Africa, America, and Oceania, and under these heads arranged by countries and divisions of countries; since that date, a manuscript catalog has been compiled of all accessions, by which the latest maps are made available to those requiring them. A chronological list of the maps therein contained is placed in each drawer, so that one can see at a glance which is the latest map of that particular country or district, and the press mark of each map is placed against the entry in the catalog." The collection of the Library of congress has followed a plan somewhat similar to that of the Royal geographical society. "Within the last few months, steel map cases have been introduced, containing at present over 2,750 drawers. These have the advantage of being fire-proof, and practically impervious to dust. The maps are all classified by geographical divisions, so that their arrangement constitutes an index by which any particular map can be readily found." It is not supposed that any general library will be called upon to provide on so elaborate a scale for map storage, but it may be that the smaller libraries may be able to adapt some of the provisions made by these greater institutions to their own needs. The practice of compiling an index to maps contained in books and periodicals is one of great value.

New vertical file for maps. P. L. Windsor. Pub. Lib. 15: 388-9. N. '10; Same. Lib. J. 35: 509. N. '10.

Marking books.

See also Labels.

Book marking with tools. J. Pettee. Lib. J. 35: 60-1. F. '10.

Gold ink marking. M. R. Caldwell. Pub. Lib. 11: 24, 105-6. Ja., Mr. '06.

"We letter on the upper part of the book as close under the binder's title as we can" varnishing the binder's strip. The varnish preserves rather than injures the bindings. "The gold ink is a little difficult to work when one begins. A straight stub pen—without any indentation in it—must be used, as it carries the ink better than any other kind. Then the

bottle of ink must be well shaken, and continually shaken every time the pen is put into it, in order to keep the gold stirred up in the liquid. If too thick, thin with a little water." The ink used is "prepared by Devoe & Co., corner Fulton and Williams sts., New York, price 25 cents per bottle. We have used several other makes, and so far have had but one poor bottle of ink." A World no. 25 round point pen made by D. Howard Hunt Co. and sold by Wanamaker is used. Books will have to be remarked occasionally with any process of marking except tooling. "The varnish is the Lucas orange shellac. We thin the wood alcohol until it covers smoothly. One must be careful not to work the varnish much, as this turns it white."

Lettering the backs of books when rebound for libraries. J. C. Dana. Pub. Lib. 12: 306-7. O. '07.

Gilding is the best method of lettering. If it "is well done with genuine gold it will remain bright for many years, and will stand hard wear better than any other style of marking. On leather this method should always be followed. On some kinds of cloth black lettering is better than gilding. Its cost is about the same as gilding, viz., about two cents per line. "The better method in almost all cases is to letter directly on the book, no matter what material it is bound in. . . . Use as large letters as the back of the book will permit. Reduce the number of words in all titles to the lowest possible number. . . . Labels should always be put at least four inches from the bottom of the back, the tail, that they may not be soiled or worn off in handling. They should be marked with india-ink in large, plain figures. . . . If labels are used, put them on as follows: The place for the label being located, wash away the varnish from that place a little with a clean cloth dampened with water and ammonia. If the book is thin cut the label before it is put on, so that it does not quite reach the edges of the back. If the book is so thin that there would not be sufficient room for the book number on a label cut to fit it, place the label on the upper left corner of the front cover. Press the label tightly and evenly down until it sticks firmly all over. This is most important. Use Dennison's round gummed labels. These, being round, present no corners to be easily ruffed up."

Permanent book marking. J. A. Lowe. Lib. J. 35: 15-7. Ja. '10.

A minute description of the process of labeling books by the book-binder's process with gold leaf and a hot iron.

Preparing new books and restoring old. F. H. Leighton. Pub. Lib. 10: 223-4. My. '05.

Labels on the back of books are dispensed with and light-colored books are marked with Higgins' water-proof ink on the book itself. Dark-colored ones are marked with white lettering by using a fine camel's-hair brush. "Soiled books are, first of all, relieved of their disfiguring labels by the usual process of soaking off with small pieces of refuse blotting paper. Using a common dish mop, the book is subjected to a thorough scrubbing in water in which is put a small quantity of ammonia, perhaps one-half teaspoonful to a quart or more of water. . . . The books are then placed upright in a sunny window or near a register to dry. . . . In our library we varnish all fiction, juveniles, and light-colored books generally. Our binder uses a light linen or buckram which takes the black lettering readily and the books are varnished thoroughly before going to the shelves."

Mechanics and libraries. See Workingmen and the library.

Medical libraries.

See also Medical literature.

Medical libraries of London. W. R. B. Prideaux. Lib. Assn. Rec. 8: 405-22. S. '06.

A survey of thirty-four medical libraries, the most important of those in London. The oldest of these, that of the Royal college of physicians, was begun in 1603.

Medical library and its contents. J. W. Farlow. Lib. J. 34: 401-5. S. '09.

There exists a tendency in medical literature to neglect the historical side. The medical library should gather together what relates to local medical history and biography. Modern medical literature is often in the form of theses and monographs. These should be secured from institutions of medical instruction, and research in Europe and America. A medical library needs bibliographies. The Index catalog of the Surgeon-general's library and the Index medicus are indispensable. Periodicals in various languages, biological and psychological literature, the progress of tropical medicine and veterinary medicine should be kept up-to-date.

Medical library association: a few observations. H. M. Barlow. Lib. Assn. Rec. 12: 174-89. Ap. '10.

"The objects of the association are:— to bring together those engaged in or interested in medical libraries and medical literature, and for the discussion of matters associated with their fostering and care; to maintain an exchange for the distribution of duplicate books and periodicals; to increase the facilities for reference work; to encourage the study of the history of medicine; to issue publications dealing with medical library work; to form a library union amongst those of the medical libraries between which the exchange of books can be arranged. . . . Of the various branches of medical science in Great Britain no two have been more neglected and probably less encouraged than those of bibliography and history. As long ago as 1836 the 'Lancet' issued a scathing indictment of the supposed alarming inefficiency of London medical libraries, and drew attention to a 'narrow and selfish spirit of monopoly' which made it difficult to raise subscriptions and obtain liberal donations for founding excellent libraries and museums. . . . Not one of the five great medical libraries constituting practically the entire resources of public medical literature in the metropolis contains a modern, up-to-date printed catalog of its contents. These are the libraries of the Royal college of surgeons, the Royal society of medicine, the Royal college of physicians, the British medical association, and the Medical society. Here we have a sum total of 200,000 volumes. What they are the world knows not; and the physician in search of a certain work must needs make a journey to the library to find out in the first instance whether the work is possessed. Hence the possibility of a fruitless errand and a waste of valuable time. It is safe to say that to the profession at large the entire resources of medical bibliography in the various medical institutions of London are closed. Now it is not contended for one moment that the above libraries are rendered inactive on account of the non-provision of printed catalogs. On the contrary, so far at least as three of them are concerned, they are excellent up-to-date, busy, working collections—collections of which the medical profession has every reason to be proud. The printing of catalogs has been considered, and the only obstacle, doubtless, has been that of expense—an obstacle in every phase of library administration. Each library has its own cohort of regular readers, who are acquainted with its system; they understand the catalog on cards or in manuscript, and a printed copy, therefore, is not an absolute necessity. . . . Every librarian will agree that printed

catalogs of the principal medical libraries of London, if not absolutely necessary, are eminently desirable. One of the most important features of reference work is knowing not only the book required, but where it is to be found. It is necessary that one library should know what another contains, and the printed catalog is the only means by which this knowledge can be conveyed. . . . Facilities for reference work in the libraries of the smaller towns might be increased by a system of private co-operation. . . . The loan of books by one library to another is not the extent of it. In this the medical library, it is thought, has the advantage of a public library in that its readers are all professional men. Now many of these are specialists in some branch of medical science, and possess valuable, if only small, collections of works on their own particular subjects, which are not to be found in the general medical library of the town or district. With its financial resources restricted, no single library is able to provide all the works demanded, and to obviate the difficulties arising from these omissions the professional men who are in sympathy with the objects of the association and take an active interest in the welfare of the medical library may not be unwilling to lend any important work required."

Story of one medical library. C. E. Black. Pub. Lib. 13: 397-401. D. '08.

"It is an anomalous situation, that medicine, one of the most progressive branches of knowledge, has no convenient classified and cumulative index to its current literature. The Index medicus answers the needs of the research library, but is too cumbersome for the busy practitioner and lacks the cumulative feature. It is necessarily 6 to 12 months behind, for which period the number or volume index of the journals must be used. If one wishes to consult the literature of a given subject, say, for 10 years, it would be necessary to consult the 10 annual indexes and the 120 monthly numbers of the Index medicus in order to secure the references desired. Such a plan is plainly impracticable for the busy practitioner." Dr. Black in his practice felt the need of some means of immediate reference to the most recent literature on surgery, etc. This need led him to index on cards such articles as he thought he might some time find useful. Dewey's Decimal classification was used as a basis and the index covered ten to twelve of the best medical journals. Finally other physicians became interested and Dr. Black gave his card index of 75,000 references to the local medical society stipulating only that a trained librarian continue the work. "A graduate librarian was employed for a two-year period. About two months of study and instruction were required to give her sufficient knowledge of medicine to enable her to begin the actual work, and during the first year it was necessary to carefully review every subject classified. We indexed and cataloged our medical books. We subscribed for 20 medical journals and the original articles and clinical notes in each of these was indexed. A telephone service was installed and members were urged to seek the library for references on any or all medical subjects. The growth of interest in this work was very satisfactory. The plan consists of making a card index, both by author and by subject, of all original articles and clinical notes. At least two cards, subject and author, are made for each article, and many articles require two or more subject cards in order that important matters contained in them may not be overlooked. As soon as a journal is received at the library it is immediately indexed and its subject cards filed under the proper class number and its author card filed alphabetically. We find it much more satisfactory to file the subject cards by classes than to file them alphabetically. . . . As our index has increased in size it has been necessary for us to make an index to the classification. The index also answers the purpose of a subject list, if one wished to make an alphabetical index. That is by combining our expansion of the Dewey classification and our index to the classification we have subject headings by which a uniform

Medical libraries—Continued.

alphabetical index of medical subjects could be made. This is a cooperative plan for indexing current medical literature and it is gratifying to see the increasing use made of the library, especially by the younger men in our community. The library subscribes for 28 of the leading periodicals and has adopted the following rules in regard to loaning them.

"1) No journal shall be taken from the library until it is indexed. 2) During the first week after a journal is received it may be borrowed by any member of this society, but cannot be kept longer than 24 hours. 3) After the journal has been in the library one week it can be borrowed by any member of the society and kept not to exceed seven days. . . . We make it the regular duty of the librarian to get the subjects for the various medical meetings as early as possible and send a copy of the list of references to the leader, whether he asks for it or not. She also posts a copy of the list in the library and other copies in conspicuous places in each of our hospitals. No member can plead ignorance of the subject."

Medical literature.

See also Medical libraries.

Medical literature in public libraries. C. E. Black. Pub. Lib. 14: 180. My. '09.

Use of medical books. S. H. Ranck. A. L. A. Bul. 1: 169-74. Jl. '07.

"I believe . . . that our public libraries in the cities and towns where there is no independent medical library ought to put forth every effort to cooperate with the physicians in building up a working collection of medical books, both for the use of the physician and the specialist, and for the use of the general reader, and furthermore that it ought to put forth greater efforts to bring about a larger and more intelligent use of such books. Because we as librarians know so little about medicine and medical literature, and because so few of our practicing physicians are real students, these are the chief reasons for the failure of so many libraries in this regard in the past."

Meetings of librarians. See **Library associations and clubs**; **Staff meetings**.

Mending books. See **Binding and repairing**.

Moving.

Moving the New York public library. H. N. Lydenberg. Lib. J. 36: 296-97. Je. '11.

Moving the University of California library. H. L. Leupp. Lib. J. 36: 458-60. S. '11.

Moving pictures.

Moving pictures in library work. Wis. Lib. Bul. 6: 138-40. N. '10.

The Madison, Wisconsin, public library has tried the experiment of making use of a moving picture machine in connection with the library. "Launcelot and Elaine" and "Oliver Twist" were the stories presented in picture. The stories were first outlined by the children's librarian and the pictures were then thrown on the screen. "The difficulty that faces the continuance of this line of work is the scarcity of films exactly suited to the purpose. There are many films of great educational value. There are a considerable number that deal with literary topics. There are not, however, a great number of films that are well suited to be shown to children and which will have the effect of interesting those children in the best literature." One of the men professionally engaged in the moving picture business is of the opinion that should enough interest be aroused, manufacturers would respond by producing high grade films founded on standard literature.

Municipal reference work.

See also Legislative reference work.

City library as a business investment. C. McCarthy. Nat. Conf. City Govt. 1908: 317-27; Same. A. L. A. Bul. 2: 190-6. S. '08.

"A legislative library can be made the best paying investment for the city. It can save more money than any other institution in the city. It can add more efficiency to the management of public business, than any other institution. It can give more health and happiness. . . . You may find a few books—stray ones, upon civic government, but many libraries will have the ordinances of their own cities, and let alone the ordinances of the other cities. How many have ever tried to get this experience from the past, from history, from other cities, in order to make the laws and ordinances of their own city better, so that the people may have less expenses, less taxes, more helpfulness, better educational facilities and more of the good things that life has in store for us?"

"Let us have an institution where dearly bought experience can be collected, so that we won't make the awful mistakes that we have been making, not merely thru corruption, but through ignorance and lack of information. Let us pursue in our library, in our store-house of knowledge, the similar methods that we would in ordinary business. Let us make our city library, not only a beautiful place—a home for our children, our women, and our young men, but let us make it the best paying proposition that the city has. You convince your business men of the city that your library is a business institution, saving time and money. If they understand this, they will go down deep into their pockets and see to it that you will have everything that you want in that library. If you want stained glass windows and beautiful books and ornaments for your library you will get them and nothing will be said if you show them that you are saving them money, so that it is not only, then, from a point of business, but also from the point of political expediency, to your interest, to establish departments of this kind and keep up with the great interests of to-day."

Danger in the movement for the establishment of legislative and municipal reference departments. Special Lib. 2: 33. Ap. '11.

Notes on this article are given under the heading **Legislative reference work**.

German städtetag. L. N. Robinson. Ann. Am. Acad. 31: 704-6. My. '08.

The Städtetag in April opened a central bureau which has for one of its activities the maintenance of a special library dealing with city affairs. "Designed to be of use in research work, it includes not only books and other publications common to all libraries, but also a variety of materials such as schedules, public announcements, copies of important documents and newspaper clippings. Each member of the Städtetag is pledged to furnish free of charge a copy of all its more important printed matter relating in any way to city government or to city life. In addition scientific studies and standard works are purchased directly with money set aside out of the income of the Städtetag. . . . All representatives of the cities or of the associations of cities have the right to make use of the library. . . . No charge is made except in cases where the collection of voluminous material is demanded. . . . The aim is to make the library the chief center for the scientific study of city affairs. It is open on weekdays from 9 A. M. to 2 P. M., and offers to the investigator the latest, the best, and the most complete material for study in the activities of German cities that can be found anywhere. With this library as a source, the central bu-

Municipal reference work—Continued.

bureau offers to furnish information to the members of the Städtetag, to smaller municipalities, to local boards and to private persons. If the desired information requires a considerable amount of work a charge may be made by the director, otherwise the information is furnished without cost. It does not pretend to be able to answer every question that may be asked. In legal questions, especially, it attempts only to refer to similar cases, if there have been such in other cities, or to point out the best material bearing on the subject."

Importance of municipal reference libraries. H. E. Flack. Nat. Conf. City Govt. 1908: 308-16.

Such a bureau of itself will not do away with the evils or abuses which exist, but it will furnish the means whereby such abuses can be lessened. It will supply the data, the knowledge, which is an essential to all good government. This material would be accessible to all who might care to use it, and civic associations especially would find it a valuable agency in securing needed reforms. With such a means open alike to officials and to the public, there would be provided a means for securing a more efficient expenditure of the public funds. . . . One point should be especially emphasized, and that is, such libraries must be kept out of politics if they are to be of any value, for in the hands of politicians, they could be made to serve an evil purpose. Furthermore, the bureau should not advocate or oppose any measure, but simply supply the data and let the facts speak for themselves."

Library side of the department of legislative reference, Baltimore. M. S. Wallis. Special Lib. 1: 73-5. D. '10.

The Dewey classification is used with many changes, which are made necessary by the investigations into new subjects always going on. All material on one subject is put in one place on the shelves regardless of size, hence newspapers, clippings, bills, and pamphlets are filed with books. The most useful periodicals such as the City hall, American city, Municipal Journal and engineer, and the Survey, are bound. The catalog records answers to letters as well as pamphlets, books, etc. Bills and ordinances are indexed. "Besides legislators and councilmen, to whom preference is given, the library is utilized by reporters looking up information for their 'stories,' heads of departments, lawyers, students and many others who generally come for some definite information. If it is not on hand, it is immediately procured if possible. A careful record is kept of material loaned, but there are no strict rules as to their return. If in demand from another source, or we have good reason to think that the borrower has finished with it, notice may be sent by letter or telephone. . . . A wise selection of material, a thorough system of preserving it, and cheerful spirit of helping each visitor as completely as possible, often bring to the legislative reference department those who have searched in vain elsewhere, and they often find what they want but did not expect."

Municipal legislative reference libraries: should they be established and maintained as a part of the public library of a city, or as an independent department or organization? S. H. Ranck. Lib. J. 34: 345-50. Ag. '09.

Municipal reference libraries have been organized in Baltimore, Newark, New Jersey, Chicago, Milwaukee, and probably in other cities. These libraries are either separate creations of the city government or are part of the work of established city departments. By resolution of the city council the public library of Grand Rapids, Mich., was made the medium of exchange for all municipal publications. The

library has been serving as a municipal reference department. Municipal publications are hard to get, owing to the lack of centralization in their distribution. It is a waste of time for the average small city to collect municipal documents extensively. Such a collection of documents is valueless unless classified, cataloged and indexed. To be useful it must be under trained and impartial management. Most of our public libraries are not able to handle such a collection in an efficient manner. Work with documents is only a small part of the activity of a municipal reference library. Correspondence with other municipalities either to obtain information or to impart it consumes much time. Much work is being duplicated for want of centralization of effort. If, however, a municipality decides to have a municipal research library, it can be done at less expense and more effectively by the public library than by the creation of a separate department. We should look forward to a central bureau to supply certain classes of information for all the country.

Municipal library. F. Rex. Educ. Bi-Monthly. 4: 286-9. Ap. '10.

Municipal reference libraries. Conf. City Govt. 1910: 452-9; Excerpt. Special Lib. 2: 21-2. Mr. '11.

State legislative reference bureaus have passed the experimental stage. Many states have followed the example set by Wisconsin and have established such bureaus in one form or another. "The advantages to be gained by such departments were so apparent that the question occurred to some whether the same idea could be applied to cities with beneficial results. It would seem more essential to have such departments for cities than for the states, since so many matters vitally affecting the lives of those who reside in cities depend upon the city government. The water supply, milk supply, police and fire protection, schools, lighting, transportation, and all other necessities requisite to life in cities are absolutely dependent upon municipal officials and if the city government is inefficient, if the funds for the several municipal functions, or for any one of them, are improperly, unwisely, or imprudently spent, some other department must suffer for lack of funds, and unsanitary conditions follow, or proper school facilities, police or fire protection, etc., are wanting." A city is entirely justified in making an experiment if there is a reasonable hope that conditions may be bettered thereby. But it is a criminal waste to allow city after city to make the same experiment and repeat the same failure because one lacks opportunity to profit by the experience of the other. A committee, appointed in 1909 by the National municipal league, made inquiries of all libraries in cities of 50,000 or over, and found a unanimity of opinion as to the need for a municipal reference department. As to the location and maintenance of such departments there was some difference of opinion. Nearly all, however, were agreed that the department should be under the control of the public library. The conclusions reached by the committee are: "1. That municipal reference libraries should be established in all large cities. 2. That as a general rule such libraries should be under the control of the public library. 3. That such libraries should be located in the city hall where feasible. 4. That the qualification for the head of such a library should be a liberal education, with special training in political science, economics, municipal government, and methods of organization and administration, and he should be selected for merit alone. 5. That the head of the municipal reference library be selected by that method which, in the particular city, will, under the local conditions there prevailing, tend most completely to eliminate political considerations. In some cities, the most satisfactory results may be obtained by lodging the appointing power with the public librarian or library trustees. In other cities, conditions may make it advisable to have ap-

Municipal reference work—Continued.

pointment made by a select, impartial and non-political board. 6. That the municipal reference library be made the agency for the exchange of municipal documents. 7. The functions of the library should not be restricted to any particular phase of work so long as that work relates only to the collecting, collating, compiling and disseminating of data or information. It will also be one of the functions of the library to aid in the drafting of ordinances. Of course, the principal work will be concerning municipal questions and special efforts should be made to secure such information for the city officials who are responsible for the administration of the city's affairs, but to be of the greatest value such a library must under-take to furnish information to the public generally. Such a bureau will be used extensively by the press and this is one of the best ways of reaching the public. Social, civic and improvement associations will also frequently have occasion to use such a library and its value to a city cannot easily be overestimated. If the bureau be under the control of the public library, it would seem advisable to issue a bulletin containing interesting comments for newspaper purposes and showing how the reference library can be of assistance to officials and to the public as each matter of general interest gets the center of the stage."

Municipal reference libraries. Survey. 26: 872-3. S. 23, '11; Same. Pub. Lib. 16: 377-8. N. '11.

"The Civic league of St. Louis, in recommending such a bureau to the board of freeholders, made the following statement: 'The value of comparative data in dealing with municipal questions can hardly be overestimated, especially when so many new problems are constantly arising. A department of this kind would prevent many ill-advised measures now advanced from becoming laws, and would often save the city an actual loss by preventing the passage of ordinances which have proved unsatisfactory in other cities. An officer whose duty it will be to keep in touch with municipal movements everywhere and be ready to supply the information to those who are charged with making the laws and administering them should, we believe, be provided for in the new charter.'"

Municipal reference library in Milwaukee. Milwaukee Sentinel. D. 14, '07; Same. Wis. Lib. Bul. 4: 18. Ja. '08.

"The librarian is to be paid not over \$2,000 a year and be assisted by one clerk who, trained in indexing and cataloging, shall receive a salary of not over \$1,000 a year. The librarian is to collect and compare the laws of this and other states and the ordinances of this and other cities, and report upon the laws and ordinances pertaining to any subject upon which he may be requested to report by the mayor, any committee or member of the Common council or the head of any city department; to accumulate all data obtainable in relation to the practical operation and effect of such laws and ordinances, etc." The invaluable assistance of the legislative reference library at Madison shows "the practical value of a well classified collection of this kind in connection not only with legislation, but with the administrative departments of government. That there is ample room for a service of this kind in a municipality is clear to all who are familiar with the haphazard methods that are too often pursued in the enactment of ordinances. Indeed, on account of the large amount of business transacted by the council during the course of a year, to say nothing of the various departments, and the experiences that are being had along similar lines by scores of other municipalities which may help to determine a wise course of conduct. It may be said that such an institution in Milwaukee can be made of fully as much benefit as the one at Madison. . . . In no

branch of public endeavor is more substantial progress being made than in the government of cities, and to advance intelligently information must be gathered on questions of municipal importance, and scientifically applied. Milwaukee should have such a library. It should be kept free from politics, and no question concerning the patronage or the comparatively small expense involved should stand in its way."

Municipal reference work. C. Hadley. Pub. Lib. 12: 232-4. Je. '07.

"The great increase in number and public favor of legislative reference departments in state libraries, raises the question as to whether public libraries, especially in large cities, have not a distinct duty and a great opportunity to benefit themselves and the public, by establishing municipal reference departments." These would not necessarily be conducted in the same manner as the legislative reference departments, but they could collect and make more accessible material and reports on municipal affairs and could make these more available to the mayor and council. By so doing they would influence those who hold the public purse and would strengthen the library's hold on their financial support. Libraries respond to the needs of women's clubs and of the school children, why not give more attention to the men who are responsible for the city's welfare. "Every city of consequence publishes an annual report which contains information about every department of municipal work, with expenditures and information regarding water-works, electric lighting, public parks, play-grounds, improved streets, sewers, elevated tracks, public health and numerous other important items." This material has however been lost because of poor arrangement and lack of indexes. Now however a definite attempt is being made to make these reports uniform in the different cities, and libraries by collecting such reports can be of use to the city officers.

Municipal section of a public library. G. Darlow. Pub. Lib. 13: 4-6. Ja. '08.

"Every library should endeavor to secure such municipal literature as may be had for the asking. Annual reports of other cities, special reports, such as those of the health officers, park commissioners, street superintendents . . . should be applied for and carefully preserved as pamphlets or bound as books. If a new charter is to be framed, in the library should be found specimen charters of other municipalities." Books on public health, food adulteration, hospitals, nursing, etc. should be available. "In addition to our books, we should have indexes to current periodicals, which keep continually abreast of the times."

Present status of municipal reference work. H. E. Flack. Special Lib. 2: 110-2. D. '11.

Baltimore was the first city to establish a reference department for the benefit of its municipal officials. Its department of legislative reference was created by an act of the state legislature in 1906, and went into effect in January, 1907. It serves as a municipal reference library for the city and also as a legislative reference department for the state legislature. In addition to the recommendations of the National municipal league the author would emphasize the exchange of documents as an important function of the municipal reference library. Another point emphasized is "that a municipal reference library, to be really successful, must be more than a mere collecting and housing agency. It is necessary to keep in touch with the work and plans of the officials of the city and be ready to co-operate with them. The attention of the officials can be called to what is being done elsewhere along the same lines, and you will find, almost without exception, that the city officials are ready and willing to use such information. The

Municipal reference work—Continued.

municipal reference librarian must keep thoroughly posted with what his own city is doing, but he must not under any circumstances give his own opinion. It is his duty to place all the facts collected before the officials and let the facts speak for themselves." A plan of the National municipal league to publish a quarterly magazine is commended, and the need of a central bureau to gather and compile information is pointed out. "This would not remove the need of local municipal reference libraries, but it would add greatly to the work of such libraries. The federal bureaus at Washington, particularly the Census bureau, have rendered invaluable assistance and it seems to me that this work could be carried on better and more economically there than anywhere else. A few men added to the present staff would make it possible for the bureau to undertake this additional work. It seems to me to be quite feasible and practicable, and, I hope, in the course of time that it will be accomplished."

Proposed library of municipal affairs and city department libraries. R. H. Whitten. Lib. J. 33: 224-6. Je. '08.

The public library "should provide a working collection of material relating to municipal affairs for the use of the legislative, executive and administrative branches of the city government. . . . The experience of different cities and countries, the scientific data scattered thru numberless treatises and technical journals should be so organized as to be instantly available by the city official, alderman, civic organization or citizen interested in the solution of current municipal problems. The library of municipal affairs should be a part of the public library system. . . . This library should have a branch for each of the borough governments. In addition each large city department should have its own working office library. All of these libraries should work together. The aim should not be independence, but organization and co-operation. The collections and activities of the main public library would be invaluable to the municipal affairs library and the municipal affairs library would in turn be most helpful to the main library. The collections and activities of the municipal affairs library would be invaluable to the department libraries and they would render most helpful service in return." The important point in any working library is quick service. "To realize quick service in a special library all information bearing on a particular problem must, so far as practicable, be brought together in compact form. To do this it is not only necessary to separate volumes of sets and series, but systematically to cut up periodicals and, in some cases, books in order that material on the same subject may be brought together. It is information rather than particular volumes or sets that is to be organized. . . . The librarian must have a special interest in and capacity for the organization of information. He must take an intelligent, active interest in the problems to which his special collection relates. He must read and study many and know the contents of more of the books in his charge. He must look at each problem from the view point of the investigator and collect in advance the data from every source that will be wanted for its solution." The librarian must also encourage city officials to develop the habit of using the library. The New York public library has published a check list of city documents. It also indexes such articles in periodicals as are of value in municipal work.

Public library and the city government, or what public libraries should do for municipal departments and officials. W. B. Briggs. Lib. J. 33: 385-90. O. '08.

"It should be a first duty of every public library to prepare for each city department a list of the books in the library, including, of course, documents and reports upon that department's line of work. To every new head of a department a copy of the list brought up to

date should be sent. As new material is received make it the practice to notify promptly the department interested. . . . Further than this sending of book titles it would be well to send to each department a copy of the monthly Engineering magazine index, checked for articles of interest to the particular department, with the understanding that the library would do its best to supply what was desired. As pertinent bibliographies appeared they should be checked in the same way, thus employing every means at hand to keep the departments in constant touch with the library. Granting that the intelligent head of a department knows the current literature covering his special work, better than the librarian can expect to, there are many books and articles appearing outside technical magazines that the librarian with his general collection is more likely to see than the specialist. . . . When the departments get into the habit of coming to the library and realize the practical use the library makes of a collection of books, and appreciate that a trained librarian is necessary to care for and make quickly available material wanted, they will be inclined to turn their department collections over to the care of the public library, whether in the library building or not is not particularly important. . . . In a few of our largest libraries these books have been placed in a separate department, usually known as the Department of documents and statistics or Department of statistics, with a specially trained director in charge."

Public library as a part of the municipal government. S. H. Ranck. Lib. J. 32: 432-3. O.; Same. Pub. Lib. 12: 385-7. D. '07.

The library ought to be "a bureau of exact information for all those who are connected with the city government. . . . As a municipal institution it ought to endeavor to gather together a good working collection of primary and secondary printed sources of information relating to municipal subjects, and, so far as possible, to make it available to those who are responsible for the management of our city affairs." The Grand Rapids library collects municipal documents by a system of exchange—since by resolution of the common council it handles all the exchanges of such documents with other cities.

Qualifications of legislative and municipal reference librarians. M. S. Dudgeon. Special Lib. 2: 114-5. D. '11.

Notes on this article are given under the heading Librarians and assistants.

Reference libraries in cities—Baltimore as a type. D. E. Mowry. Pub. Lib. 12: 387-9. D. '07.

The larger cities have realized the necessity of reference work similar to that done in Wisconsin by the legislative reference department. Baltimore was the first to do this work. "The head of the department consists of a board composed of the mayor of Baltimore, the city solicitor, the president of the Johns Hopkins university, the president of the Municipal art society and the president of the Merchants' and manufacturers' association of Baltimore. The members serve without pay. The board employs the working force of the library. . . . The executive officer is delegated to investigate and report upon laws of the state of Maryland and other states and cities relating to any subject upon which he may be requested to report; to accumulate all data obtainable in relation to the practical operation and effect of such laws; to investigate and collect all available information relating to any matter which is the subject of proposed legislation by the general assembly of Maryland or by the city council of Baltimore; to examine acts and ordinances of any state or city, and report the result thereof to the mayor of Baltimore, any committee of the city council or the head of any department inquiring for the same; to pre-

Municipal reference work—Continued. . . .
 pare or advise in the preparation of any bill, ordinance or resolution when requested to do so by any member of the city council; to preserve and collate all information obtained. . . . The department has no theory of ownership either to confirm or to controvert. Its object is merely to gather facts impartially and without prejudice, and give them out only upon request." Other cities are following Baltimore's example. "The movement is growing in importance each year. And, what is more, the complexities of governmental affairs, due, in part, to the rapidity of our progress, demand some such remedial method in order that we may keep our public officials keenly in touch with the advance steps in legislation."

Sources of municipal material with reference to a clearing house of information. C. R. Woodruff. *Special Lib. 2: 112-4. D. '11.*

In recent years there has been a very considerable increase in the amount of municipal legislation. As a result a great many voluntary organizations of various types have been formed, each designed to look after one or more phases of municipal life. The reports of these organizations are of increasing value to the municipal reference library. The city clubs of such cities as Boston, New York, Philadelphia, Chicago are another source of considerable importance from which material may be drawn. Many of these clubs are accumulating valuable libraries of their own. The material in public libraries is apt to prove of little value as it is not kept up to date. The legislative reference libraries contain material on municipal questions. Until we achieve home-rule for cities, legislators must interest themselves in city problems, so the legislative librarian collects material which will be of value to the municipal librarian. The state library should be able to supply the municipal libraries of the state and for this purpose should have duplicate copies of all reports. "We have not made the great mass of material in the country at all available, and I do believe that the time will come, and must come, and I hope it will come soon, when organizations like the Special Libraries Association and various others that are associated with it, will take the initiative in having the national library, the great library of congress, serve as a means of keeping every state library informed concerning the important work that is being done along these lines. It does that work today on general library matters. Why should it not do it on special library matters which naturally come far more closely to the people than the others?" The National municipal league is trying to bring all the organizations interested in civic matters into closer touch thru three agencies: first, the publication of the National municipal review, the first number of which was issued in January, 1912; second, the establishment of an American municipal year book; third, the publication of a series of books in which the latest and best material on the important questions of the day will be presented. "The National municipal league is seeking to place the information of all at the disposal of anyone so that any one individual may know where to go for the important information and at the same time it is desired to further a higher standard of efficiency in legislation and altogether a better and a nobler municipal life and so that seems to me should be the aim of municipal reference libraries. Experience demonstrates time and again that the average man wants to do what is right, and nine times out of ten he don't know how, because he has not the education or information. Organizations like the National municipal league should always be striving to place higher ideals before the people, and endeavoring to make those ideals practical by putting the great illustrations before the people so that they can see what others are doing. Most communities are willing to avail them-

selves of the experience of others." It has further been proposed that an international municipal bureau be established thru which Canadian and American cities would be brought into touch with the cities of Europe.

Museums.

See also Art galleries; Museums, Libraries of.

American library and the museum. Printing Art. 15: 189-94. My. '10.

Children's museum as an educator. A. B. Gallup. *il. Pop. Sci. 72: 371-9. Ap. '08.*

The Children's museum of the Brooklyn institute of arts and sciences is the only museum of its kind in the world. In 1899 the Institute opened two rooms to the children. Its aims were: "To form an attractive resort for children tending to refine their tastes and elevate their interests; to create an active educational center of daily help in connection with school studies; and to suggest new subjects of thought for pursuit in leisure hours." The "collections illustrate zoology, botany, United States history, mineralogy, geography and art. They are attractive in appearance, simple in arrangement and labeled with descriptions adapted to the needs of children, printed in clear readable type." The geography collection contains "model groups to acquaint children with the remote people of the earth, especially type races from the various zone belts. One of these scenes depicts the life of the Eskimo, his costume, shelter, implements and industries. The story of his life struggles and the influence of his environment on appearance and conduct are easily understood. . . . When our children study colonial history the miniature scenes at the museum carry them back into the period when the nations of Europe were establishing permanent colonies in this country. The men and women, dress, homes, social life and customs of those early days become a reality to the child who lives in imagination among these little 'doll people' with whom he delights to be." The library of 5,000 volumes "supplements the work of the museum in providing books useful to its staff in preparing collections, in furnishing additional information to visitors and in offering books on the lines of school work for the benefit of teachers and pupils. . . . The demand for the privileges of a Children's museum may be seen from the readiness with which schools and individuals accept them. More than 125 schools, many of them remotely situated, send pupils and teachers to our museum. . . . Two years ago, in response to an expressed demand from the boys, the museum began a course of lectures in elementary physics, and in connection therewith invited those interested to come to the museum on certain afternoons to experiment individually with favorite pieces of apparatus. The boys found the utmost pleasure in the liberty thus granted—they experimented under the guidance of a member of the museum staff, they read library books in connection with their experiments and within a few months had set up a wireless telegraph station. The original work of these boys would be a credit to any institution, for they applied themselves regularly and diligently until they had learned to send and receive wireless messages; meanwhile, the experience of placing the station and keeping it in working order had fitted them to take charge of other stations."

Children's museum in Brooklyn. M. S. Draper. *Lib. J. 35: 149-54. Jl. '10.*

The aims of the museum are:—"To employ objects attractive and interesting to children, and at the same time helpful to teachers, in every branch of nature study; to secure an arrangement at once pleasing to the eye and expressive of a fundamental truth; to avoid confusion from the use of too many specimens and the consequent crowding in cases; to label

Museums—Continued.

with brief descriptions expressed in simple language and printed in clear, readable type." Groups of animals, insects or birds that children read about are placed where they will attract attention. Living animals and plants are kept in many of the rooms. The most attractive room to the younger children is the history room where charts, implements and dolls represent scenes and types. Geography is represented by miniature homes of primitive and other people. The library contains about 6,000 volumes. This is a careful selection of the best recent books on natural history in its broadest sense, and is not confined to children's books. It aims to provide books of reference for the museum staff, to furnish information to visitors, about specimens, models, or pictures in the museum, and to offer carefully chosen books on almost all the subjects of school work.

Civic relations of libraries, museums and art galleries. Lib. J. 30: 222-3. Ap. '05.

"A single governing board is regarded as probably the only practical and hence the ideal way in which the people can control the derivation of benefits from the institutions named. . . . The museum illustrates the objects of which the library tells, the library describes the objects which the museum exhibits."

Coöperation between libraries, schools and museums. II: W. Kent. Lib. J. 36: 557-60. N. '11.

The writer believes that reading for information is decreasing. People prefer now to learn from direct contact with life rather than by means of books. They no longer read books of travel, they travel. This desire to learn by personal observation and investigation is met by the museum. "The museums generally throughout this country are prepared to receive the school children, believing that through them the whole community is to be instructed with the things which they contain. They offer privileges to the teachers, often teaching them how to get at the root of the thing, aiding them to the study of the objects in their collections, offering classroom for meeting places, lantern slides and photographs for study. They put their collections into the hands of the teachers in order that they may illustrate their studies with real things instead of the poor half-tones of stereotyped examples to be found in histories of Egypt, Greece, Rome, and the middle ages." There should be close cooperation between library and museum because both depend on the same thing for their usefulness—the desire of the people for knowledge and recreation. "The museum quite logically sends its patrons to the library, but the library feels that it has done its duty when it has supplied its patrons with its works. The library must understand that the museum is its ally, must learn that the illustration of books is as useful as the written word, must understand that some kinds of knowledge are best learned first without books—would better be sought in the subject itself. . . . Free coöperation between libraries and museums will come when the librarian tells the seeker after knowledge about birds to go to the Bronx; the student of electricity, to the power-house; the one needing esthetic recreation and pleasure, to the museum of art. Then he will find that these patrons will come back again to read more intelligently, if not so steadily."

Docentry: a new profession. M. B. Hartt. il. Outlook. 94: 701-8. Mr. 26, '10.

Libraries, museums and art galleries. A. C. Piper. Lib. World. 10: 419-21. My. '08.

"The museums suitable in connection with public libraries should be mainly of a local character, exhibiting specimens of the flora and fauna, antiquities, arts and industries of

the district. The exhibits thus brought together form one of the best means of educating the public; for personal inspection of an object has a greater interest for the ordinary man in the street, than merely reading about it, and further, he is impressed quicker and learns more about it than he would by studying a dry-as-dust text-book; so that it seems to be more rational that the educational process should be from museum to library, and not from library to museum as is sometimes advocated."

Library and the museum. H: L. Ward. Lib. J. 32: 307-11. Jl. '07.

No important museums have ever been maintained by libraries. Their administration and activities differ and the interest in the library crowds out the interest in the museum. "A library's influence depends largely on the books themselves. A museum's influence does not depend as much on its specimens as it does on how they are arranged and explained. . . . Natural history museums must be administered and cared for by naturalists. Few librarians are such." Mr. Ward gives some good points on the making and administration of museums.

Little museum. Mrs. W. C. A. Hammel. Greensboro, N. C., Daily Record. S. '11; Same. Vacation visits to our public library. Greensboro, N. C., public lib.

The Greensboro, North Carolina, public library has a little museum for children consisting of a "collection of local minerals, bird eggs and nests, Indian arrowheads, moths and butterflies." It is usually the center of attraction for a circle of boys and girls, some curious, some studiously comparing the specimens with bits from their own collection. The value of the museum is apparent in the growing demand for books on nature study and history. "The young readers' tastes are diverted from fiction to nature books, to books of travel and adventure, biography, science, and history. . . . A museum in the library is just one more help in the movement for a broader, fuller education. This museum may become an integral part of the apparatus for elementary instruction in the public schools. The community benefits by its influence for culture and betterment, for it stimulates studious thought in older people as well as in the children. It is a means to the extension and diffusion of popular information and ought to lead from a vain pride in local resources, whether natural or historical, to a wiser, more profitable use and conservation of them."

Local public museums in Wisconsin. R. G. Thwaites. Wis. Lib. Bul. 4: 34-6. Mr. '08.

That the large well classified museum is an important aid in education is generally recognized. It is not so generally recognized that the small local museum may also be a considerable factor in the educational life of a town. England has long recognized the fact. Where a local historical or scientific society is not able to undertake the control of a small museum, then the best way is to put its management in charge of a committee in cooperation with the library board. Wisconsin laws make no provision for a museum in connection with the public library but nevertheless many towns have small collections in their libraries. "The boundary line between the library and the museum is ill-defined; each seems necessary to the other. . . . The museum cultivates the powers of observation. . . . The library is most useful to the educated; the museum to educated and uneducated alike. . . . The influence of a museum upon a community is not as deep as that of the library, but extends to a much larger number of people. . . . The largest museums win the greatest success when they specialize; so the small museums would doubtless do best to maintain a strictly local character. . . . Some of the most useful of large European museums are essentially local;

Museums—Continued.

for example, that at Lübeck, Germany, which gives to the visitor a continuous and vivid picture of the history and life of that old city.

The line between archaeology and antiquities is vague. The archaeological collection easily grows into the historical. Obsolete forms of furniture, dress, ornament, tools, utensils, and weapons exist in almost every community, and can often be had, or at least borrowed, for the asking. These need not be wholly American; it is quite as interesting and important to preserve in the museum articles familiar to early experiences of the foreign-born townfolk, exhibiting their methods of life and their surroundings in the old world. All of these articles illustrate the stages of human culture; from them we study the progress of civilization." An exposition of the trade and industries of the district would appeal to a wide constituency of all ages. Care "must be exercised in preventing the museum from becoming crowded with mere curiosities. It often takes far more tact to prevent articles from being forced upon the management, than to acquire them by solicitation. Unless rigorously watched and skillfully kept, the museum may soon become a heap of unrelated odds and ends given by indiscriminating friends, all huddled into cabinets and upon shelves and books, useless for any scientific purpose, and maddening even to the curiosity seeker." Specimens should be appropriately arranged and every department should be as attractive and artistic as possible. Glass cases are needed and a satisfactory label should be attached to each article. This label should "give the name of the specimen, its history, whence it came, and when and by whom given." Books of reference should be near at hand."

Museum as an aid to libraries. Pub. Lib. 11: 35-7. Ja. '06.

The commercial museum of Philadelphia has collections which include both books and articles. "The Japanese collection, for example, contained articles of bamboo, lacquer, cloisonné, silk weaving and silk embroidery, clothing, porcelain, paper in many forms, dried fruits, rice, straw, china, grass . . . metal work and wooden braids . . . Included in each book collection, are 250 photographs with printed descriptions on the back of each."

Museum auxiliaries in libraries. C: E. Brown. Wis. Lib. Bul. 2: 31-2. Ap. '06.

Museums in their relation to libraries. C. McIlvaine. Pub. Lib. 10: 6-7. Ja. '05.

Newer education. H: E. Rood. il. Harp. W. 53: 16-7. Ap. 17, '09.

School children of New York and Brooklyn receive systematic instruction at the Children's museum and the American museum of natural history. The Children's museum contains a library.

Philadelphia commercial museum. P. T. Cherington. il. World To-Day. 14: 500-7. My. '08.

Early in the history of the museum it began to receive sets of official documents on commercial subjects. This led to the establishment of its library. The library now "receives regularly most of the important industrial and trade publications issued in this country and many of those published abroad, so that its collection of current commercial literature is a remarkably full one." The bureau of information turns to practical account the enormous fund of commercial information. It spreads information about the products of American factories among selected and reputable firms abroad. It also helps American manufacturers who are anxious to build up their foreign trade by giving them the information they need. One of the most important

divisions of its work consists in the answering of inquiries. "The questions asked by the actual or prospective exporter naturally cover a very wide range, including not only such general questions as existing commercial conditions in different countries, customs duties and regulations, commercial travelers' licenses, methods of packing, transportation routes and regulations concerning consular invoices, but also such intimate questions as whether a specified article can satisfactorily meet competition in some definitely named place, prevailing prices, the selection of reliable local agents and other matters which, in building up trade in this country, would be made the subject of special investigation by a carefully selected member of the concern's own selling staff. About 8,500 inquiries from American firms are answered every year." The bureau also takes charge of the foreign correspondence of those who are its subscribers.

Plea of the art librarian. J. Wright. Pub. Lib. 13: 348-9. N. '08.

The public library "must leave to the museum and the museum library the task of collecting the valuable and expensive material both in books and exhibitions for the use of the scholar class; of classifying this material, not from a popular viewpoint, but for the student, a task the labor of which is out of all proportion to the needs of any but a specialized library. . . . With the growth of our museums, the library has become more and more important. It is so far a comparatively new field for the trained librarian; classifications and methods and policies are only now in the making, and the success of any art library today is almost an individual success. But there is a future—to my mind, a great future—for the earnest art librarian."

Relation between the public library and the museum. H: D. Roberts. Lib. Assn. Rec. 12: 361-7. Jl. '10.

Libraries and museums under the same roof should be under a single administration. The museum should have an official head in immediate charge—some one who is capable of giving expert assistance to visitors. Each museum should have its own special collection which is added to from time to time.

Representative local museums in connection with Wisconsin public libraries. Wis. Lib. Bul. 4: 36-8. Mr. '08.

A condensation of letters from seven places telling what objects are in their museums and how they are housed.

Small museums. Nation. 87: 402-3. O. 29, '08.

One reason for the neglect of the small museum by the public is the feeling that the exhibits can all be seen in a single visit. To combat this tendency the curator must give variety to his stock, constantly presenting the material in a new and attractive form. "The centre of public appeal may appropriately be a well-organized department of photographs of works of art, and prints, both originals and facsimiles. To these should be added a library of art, large or small, according to the means of the museum and the receptiveness of the public, and a small gallery in which several shows should be arranged every year. . . . Almost all of the smaller exhibits should be shown in carefully selected groups, and for a limited period, and this implies a system of storage exhibition in which all objects are accessible to accredited persons, while usually withdrawn from the general public. These changing exhibits, none too large and tiresome, should keep alive a curiosity in the doings of the museums."

Specialization of museums. H: Balfour. Pub. Lib. 10: 474-5. N. '05.

"If . . . some of our local museums were to relinquish the idea of forming general ethno-

Museums—Continued.

logical collections . . . and for these would substitute collections illustrating particular branches of the subject . . . a great advance would . . . have been made. . . . [Some] subjects which almost cry out for proper treatment and development [are, for example] . . . the evolution in currency from its origin in mere barter, down to the development of a true coinage; early methods of navigation; the history of agriculture; the phylogeny of musical instruments . . . comparative series illustrating the development of weaving, metallurgy, and other such industries."

Triple alliance: the public library, the public museum, and the public art gallery. H: D. Roberts. Lib. Asst. 7: 182-91. Jl. '10.

Museums, Libraries of.

Library of the children's museum; Bedford park, Brooklyn. M. S. Draper. Museum News. 3: 101-4. Mr. '08.

"Early in the year 1900 . . . the nucleus of the Children's museum library was formed, by the purchase of a few hundred books, chiefly upon natural history." Monthly additions of books have been made and the library now numbers 5,395 volumes. "The subjects principally represented are natural history in the broadest sense of the term, geography, history, and biography, and also the physical sciences." The Children's museum library provides necessary books of reference for the museum staff, "acts as a school reference library, endeavors to supply information to the general public and seeks to interest school children in the various subjects included in the scope of the museum. . . . The library has also provided, as far as possible, the books and data required in making general plans for the attractive series of exhibits in geography, history, botany, and zoology. . . . In another field of museum work, the daily lectures given to children in the different grades of the elementary schools, the library is of much service. . . . The attention of teachers is called especially to the library as an aid in supplementing the course of study in elementary and secondary schools. Taking nature study as an illustration, we have altogether about 1,735 volumes, ranging from the simplest nature readers to comprehensive text books. . . . As they are systematically arranged upon open shelves, they can be readily examined at all times; and a good opportunity is offered for ascertaining those most desirable as aids to the classroom. For example, books upon wild flowers are made very attractive by the use of half-tone and colored photographs; some are arranged by family, others by the locality where found, or by the color of flower or fruits, thus offering a variety of methods of identification. . . . Books upon butterflies and moths are helpful to boys who are making collections and many books and pamphlets give the result of the valuable work done by leading entomologists throughout the country in relation to harmful and beneficial insects. . . . Certain kinds of literature for children are almost entirely omitted, namely, the usual story books and fairy tales. Such stories are outside the range of this special library, and the need for them is fully met in the children's departments of the public libraries throughout the city. Our field is nevertheless a broad one, and includes pictures and stories of animals and birds, of child life, in different countries, of great events in history, scientists, explorers, statesmen and other great leaders, among men."

Library of the New York Metropolitan museum of art. Lib. J. 31: 125-6. Mr. '06.

"The addition of a well-selected reference library to an art museum insures a completeness which no available amount of objects or speci-

mens could otherwise affect. . . . Such a library must be distinctly specialist, its field strictly confined to the classes of objects within the scope of the museum, and rare works or early editions should show progress in the history of books, or of their illustrations or bindings."

Music.

See also Musical libraries.

Binding of part music. A. J. Hawkes. Lib. World. 10: 31-2. Jl. '07.

In orchestral music it is best to bind the score for the paramount instrument in leather boards. A pocket is placed on the inside back cover to contain the remaining parts which are bound in limp cloth wrappers, with the name of the part lettered on the front. Music supplies a real want and above all literature it is subjected to severe mutilation if not properly bound.

Music in libraries. J. A. Hopkins. Wis. Lib. Bull. 3: 89-93. N. '07.

Many libraries make special collections of music scores. The selection of these "should be intrusted to some one of expert knowledge and a fine critical taste in music. . . . Quality not quantity is the most important point to consider." The cataloging of music should follow the general plan of the library and should be as simple as possible.

Music in public libraries. A. C. Piper. Lib. World. 11: 78-9. Ag. '08.

"Musical students have to obtain certain diplomas, and, consequently they need all the help they can get in order to prosecute their studies and often they require to consult works which are not only expensive, but often not obtainable without great difficulty. This is where the public library becomes most useful, as it can procure these reference works, and so be of real service to the musicians of the town. To the poor student, especially, the provision of a music section is an inestimable boon. A collection of the standard works of our greatest composers, supplemented by the best theoretical and historical works is of great value in stimulating a desire for musical culture; and it is certainly within the work of public libraries to give these facilities for study. The towns-people who are interested in musical topics have just as much right to be catered for as the students of science, or literature, or any other class of literature. . . . In the selection of music for public libraries, due consideration must be given to local requirements. When starting to form a collection of music it is best to entirely ignore sheet music, with the single exception of works by local composers, which should of course be bound and preserved along with other local literature. The standard theoretical text-books and a selection of the great operas and oratorios, with perhaps a few volumes of pianoforte, organ and violin music, forms a good basis for the music section. Tutors for the various instruments must also be added, and the best dictionaries of the subject will be found to be indispensable. It is best to obtain octavo editions of operas and oratorios when possible, as they are so much more convenient both for staff and public to handle. Then, little by little, these works could be supplemented with volumes of instrumental, vocal and church music, while the best biographies of the great musicians and the standard histories of music must not be forgotten. We should not relax our efforts until the music section is as well represented as any of the other sections of the library."

Music in the Los Angeles public library. News Notes of Cal. Lib. 3: 23-4. Ja. '08.

When the Los Angeles public library made its first purchase of books in 1839 "some 500 musical scores were bought. In 1890-91 the circulation of 531 bound scores was 1392. The

Music—Continued.

stock has been augmented by purchase and a few donations, until in 1906 there were 1232 bound scores with a circulation of 5947, an average of 495 monthly. Music is accessioned the same as books: where it consists of several parts the whole is treated as one, and each part is given the same accession number. This unites the separate units if they go astray. Music is bought in the original paper covers and bound in limp brown cloth at a cost of from 55 cents to 75 cents per volume. Each distinct part, for violin, cello, etc., is strengthened down the back with the same cloth, eyelets inserted and the whole composition is then securely tied together with shoestrings. The composer's name, the title and the call number appear on the flat surface, and the call number also on the back. In classifying by the Dewey outline for music, the decimal point is moved back, and arranged thus—73.64: piano music. This has the advantage of segregating the checks for music in circulation from those of books about music. Music is cataloged under composer, title and form. Contents of collections appear on the form card. Music is loaned on the same terms as books. The present collection covers grand and light opera, oratorios, songs, orchestral music, piano music, string music, organ music, etc."

Reading list on music and picture collections in libraries, with notes. *Notes of Cal. Lib.* 3: 26-9. Ja. '08.

Musical libraries.

See also Music.

How to use a music library. O. G. Sonneck. il. *Musician*. 14: 486-7. N. '09.

Three-foot shelf of musical books; symposium. *Musician*. 15: 158-9. Mr. '10.

N**National education association.**

Committee on co-operation with the National education association; report, 1911. A. L. A. Bul. 5: 75-6. Jl. '11.

National home-reading union.

New developments of the National home-reading union. *Lib. Assn. Rec.* 10: 485-8. O. '08.

Public libraries and the National home-reading union. J. B. Paton. *Lib. Assn. Rec.* 10: 488-97. O. '08.

The "object of the N. H. R. U. is to give guidance in the reading of books by sending out lists of books upon all important subjects, which are graded according to the capacity, the need, and in a sense, the taste of the reader."

Natural history.

Use of natural history books. E: J. Nolan. A. L. A. Bul. 1: 123-8. Jl. '07.

An attempt "to indicate to those not familiar with the specialties of the naturalist a few of the bibliographical aids to which he may have recourse in the conscientious performance of this work."

Nature books.

Nature books for children. Ia. *Lib. Q.* 5: 244-7. O. '08.

On nature books. Ia. *Lib. Q.* 5: 241-4. O. '08.

A brief selection of best books with comments on some of the titles.

Nature study.

Nature study and the small libraries. J. C. Bay. *Pub. Lib.* 11: 315-6. Je. '06.

Selected books on nature study for schools and libraries. E. L. Bascom. *Educ. Dept. Bul.* 467: 1-42. Mr. 15, '10. University of the state of New York, Albany.

An annotated list published as an Arbor day annual.

Net prices. See Prices of books.

Newspaper advertising. See Advertising the library.

Newspaper libraries.

See also Clippings.

Editorial libraries. P. P. Foster. *Special Libraries*. 1: 26-7. Ap. '10.

"The busy editor demands not only service, but prompt service. The forms may be waiting to go to press. Facts must be furnished; not merely references as to where the facts may be found. The ideal aimed at is that everything that has been printed within ten or fifteen years, bearing on the matter in hand, shall be instantly available to the members of the staff or business office; and in the best of these libraries the further idea prevails that the librarian shall be competent to select and lay before the members of the staff or heads of departments whatever is at the time most useful or most suggestive to them. . . . Every American, every European weekly and monthly magazine of the remotest value to editorial needs is scrutinized for suggestions and for information. After a thorough examination by members of the staff the binding staples and advertisements are removed and the reference specialist in charge of the library indicates with a blue pencil the title under which every article, item, dispatch or illustration, of the slightest reference value, is to be filed. These items are placed by the librarian's assistant, or assistants, in a great encyclopedic vertical file, which now includes one hundred and twenty-eight drawers of standard size, filled with foot-square envelopes. The collection as a whole embraces practically every valuable article which has appeared upon subjects of general interest for the past twelve years and more. With the aid of a complete collection of reference books, encyclopedias, annual reports, indexes and unbound files of all the important magazines and newspapers the library is prepared to answer almost any question and, further to place before the members of the editorial staff or office force a wealth of information upon countless subjects."

St. Paul Dispatch library and information bureau. M. Hohler. *Lib. Work*. 2: 3-5. Ap. '08.

"The library of a newspaper is a storehouse of material for the use of the editorial department, and is by most papers made available to the general public. The aim of the library is to collect, file and systematically arrange everything that may be used today or at some future time in the work of the editor and his staff. . . . To this end is available our stock of cuts and photographs to which we are daily adding new material. . . . We have at our disposal about 10,000 cuts in single column, double column and still larger sizes. These are placed in vertical files conforming to the size of the cut, alphabetically arranged, and subdivided by an index numbering 1,250 divisions of the alphabet. Should we fail to find among these 10,000 cuts, representing men and women in all parts of the world, the particular man wanted, our next turn is to the supply of photographs. This department rarely fails to furnish the desired subject as this stock, numbering at the present time

Newspaper libraries—Continued.

over 20,000 pictures, is constantly replenished by the very latest material. To it are added not only photographs daily received for this purpose, but every magazine, publication, or book arriving in the library is looked over for pictures not yet represented in our collection. When this picture can be clipped from the publication it is placed on file. Where the illustration is contained in a book from which it is impossible to cut it, a cross index card takes its place in the file. This card gives a full description of the picture and tells where it may be found. . . . Every article of news and each editorial in the Dispatch is indexed, stating the exact date, page and column where the item appeared. . . . Our library contains record books and books of statistics, state and United States departmental reports, biographical encyclopedias, atlases, cook books and railroad guides, etc., nearly all of which are in daily demand. Last but not least is the clipping bureau. It consists of clippings from magazines and eastern newspapers, comments of foreign papers on some local situation, biographical sketches and in fact any printed matter that may be of use now or at some future time to the editorial department. The death of some prominent man will call for a sketch of his life; the biographical division is then consulted for any clippings that may be on file regarding this man and his work. In the filing of these clippings the cross index card is very freely used. . . . Quite naturally the newspaper in its intimate relation to the public, is and always has been a sort of an inquiry bureau. Many a strange question has been given to the newspaper to answer and many a person has come directly to the newspaper for information he was in quest of. With this in mind and to further serve the interests of the public we have established a department known as the Dispatch Information bureau where any question may be asked and will be answered to the best of our ability. . . . We have further added to this department an educational and resort bureau. In this educational bureau are represented many of the most important schools in the United States. Here may be obtained a catalog and any printed matter this school or college publishes, with all information as to tuition, the studies pursued, the necessary requirements of the pupil and in fact any information that may interest the parents or the prospective student. The same method applies to our resort bureau. . . . Here you will find descriptions of resorts for the summer outing, 25, 50, 75 and 100 or more miles away, the exact information as to the accommodations, the price per day and week of the different hotels and boarding houses, the kind of fish to be had, the conditions for bathing, telephone connections, churches, doctors, and in fact anything that you may want to know."

Newspaper-men and the library. See Libraries, Use of by the public.

Newspapers.

See also Newspaper libraries; Newsrooms; Periodicals.

American newspaper index. P. P. Foster. Pub. Lib. 15: 240-1. Je. '10.

Deterioration of newspaper paper. F. P. Hill. Lib. J. 35: 299-301. Jl. '10; Same. A. L. A. Bul. 4: 675-8. S. '10; Excerpts. Pub. Lib. 15: 323-5. O. '10.

History of newspapers. A. G. Burt. Lib. Assn. Rec. 8: 296-302. Jl. '06.

"The earliest approach to the newspaper was the *Acta diurna* or *Acta publica* issued in Rome from the year B. C. 691 until the downfall of the Western empire. It was issued by the government, and drawn up under the supervision of the censors and magistrates by officers called *actuarii*. They were in reality, periodical notices of current events rather than

newspapers, and their publication consisted in posting them in prominent places within the city. China can claim the first newspaper proper—the Peking gazette—first issued early in the tenth century, but it has only been issued regularly since 1350. In modern Europe the earliest sheets of intelligence appeared in Venice during the latter half of the fifteenth century, whilst some of the same period are traceable to Germany and Austria. They appeared generally in the form of a letter, hence news-letters, and contained accounts of the progress of the various campaigns, the discovery of America, and other notable events of the period. The most important of the regular early papers was issued monthly by the Venetian government early in the seventeenth century—the *Gazetta* of Venice. It was issued in manuscript, and copies were to be seen in various public places on payment of a *gazetta*, whence the name *Gazette*. The first newspaper proper was published in Germany (Frankfort) in 1615, named the *Frankfurter journal*. . . . In 1655 Sir Roger L'Estrange established the *Public Intelligencer*, a great advance upon previous English efforts, the only one so far which could properly be considered a purveyor of general information. This together with the *Mercurius politicus*, both semi-official papers, were amalgamated and, in 1665, formed the *London gazette*. Owing to the great plague the court was temporarily located at Oxford, and the first twenty-three numbers were issued from that city and called the *Oxford gazette*, the name being changed to *London gazette*, when transferred to the metropolis. L'Estrange some years later founded a second paper, *The Observer*. He experienced great difficulty in filling it, so much so that his publisher suggested supplementing the dearth of news by passages from the Bible. Biblical extracts actually have appeared in some of our provincial papers in the early part of last century, as have portions of Shakespeare's work, but it must be remembered that the conditions then were vastly different from what they now are."

Indexing state papers. J. M. Hitt. Wash. Lib. Assn. Bul. 3: 3-4. Ja. '07.

For notes on this article see the digest of it under Indexing.

Library and the newspaper. A. N. Brown. Wash. Lib. Assn. Bul. 3: 1-3. Ja. '07.

For notes on this article see the digest of it under Reference work.

Limitation of newspapers in public libraries. J. D. Brown. Lib. World. 9: 153-7. N. '06.

"The stock arguments in favour of newspapers in libraries are: They attract readers who otherwise would not come to the libraries.

They keep the record of contemporary history; and enable readers to post themselves on current events. They enable natives of different districts to keep themselves in touch with local happenings. The advertisements are of the greatest possible service to persons in search of employment. . . . Against the provisions of newspapers, the principal arguments are; The initial cost of displaying newspapers on stands, with their fittings, is out of all proportion to their permanency and value. In most large towns the morning newspapers are rarely consulted after noon, and the evening and afternoon papers attract betting men and loafers in search of the latest criminal or other sensations. Most newspapers are . . . thrown away in twenty-four hours . . . At least ninety per cent. of the adult readers buy their own newspaper. . . . The lavish supply of newspapers adds greatly to the cost of building, owing to so much additional space being required. . . . Newspapers attract a very undesirable class of men. . . . The cost of maintaining an adequate supply of newspapers, is detrimental to other departments of the library." In the Islington north library

Newspapers—Continued.

the supply of newspapers is exceedingly limited. The Times, four local dailies and some London dailies valuable for their advertisements of "Situations vacant" are all that are subscribed for. The "Situations vacant" columns are cut from the dailies and posted from seven to eleven o'clock A. M. This enables about twenty persons at a time to see them. "Between 400 and 500 persons use these columns between seven and eleven o'clock in the large lobby in which they are displayed."

Newspaper files. T. J. Murphy. Greensboro, N. C., Daily Record. S. 4, '11; Same. Vacation visits to our public library, Greensboro, N. C., public lib.

"I consider such files [of newspapers] of very great value to citizens generally, and especially to city, county, and state officials; for when they want to know of a fact, law, ordinance, or circumstance, that has held sway so long that 'the memory of man runneth not to the contrary,' and its validity and reason is ever brought in question, there is nothing so convincing as to draw forth from the archives of antiquity some old age-worn newspaper and reproduce the original account. I consider it best to have these papers filed in some library and kept by a librarian, or otherwise the party examining will often take a clipping or a copy away and lose it. It is also a well known fact that a person can never find a newspaper that he is especially searching for, even if it be only a few days old, much less one a decade or a century of age. In fact I regard newspaper files in our library as one of the most valuable and accurate methods of keeping local history straight."

Newspapers as historical sources. J. F. Rhodes. Atlán. 103: 650-7. My. '09.

In spite of the tendency of the newspaper to cater to classes, and cults, and parties, files of newspapers are valuable source material for historical students.

Newspapers in libraries? G. H. Tripp. Pub. Lib. 14: 298-9. O. '09.

"Daily papers are a legitimate addition to the stock of a well-rounded library. . . . Opportunity to consult the better metropolitan journals, and those of a different political faith, will tend to counteract the narrowness which results from seeing one paper only. . . . The public demands the opportunity to consult these papers in a free public library. Is there any reason why the vagaries and whims of those who would endeavor to prove their descent from English nobles or Mayflower ancestry should be any more regarded than those who desire to keep posted on the events of the day from the standpoint of observers who record their impressions in the columns of the daily papers?"

Newsroom: a plea for a more logical and systematic working. G. E. Roebuck. Lib. World. 9: 273-82. F. '07.

Mr. Roebuck gives in detail a plan for cutting up the newspapers, classifying the contents and posting them in the newsrooms. By using this method the number of newspapers taken could be reduced, as the subject matter presented is practically the same in all. Such a system would not require an enormous financial outlay. Gummed labels would be needed to indicate the names of the different newspapers, brown paper on which to paste the clippings, and card slides on which to file them for the day. The newspapers should be first cut into columns, keeping the clippings from each paper by themselves. Next classify into say seven different heads. Label each clipping with the name of the paper it was taken from. Then paste on to strips of brown paper. These strips are then inserted in the card slides and placed on the news slopes. A responsible man and a junior can prepare four

newspapers thus in an hour and a half. The advantage is that all news on one subject is brought together and is "capable of continuance in direct sequence from day to day." One does not need to hunt through the whole paper for a particular topic, neither does he have to wait for someone who is reading the football column to finish before he can see what parliament has done. Betting news and criminal snippets are not posted but thrown into the waste basket and thus supervision is made easy. Files, which are difficult to consult are dispensed with and as all classified strips are kept together "the contributions to any given topic for months past, can be produced in a moment."

Obliteration of racing news. Lib. Assn. Rec. 9: 24-9. Ja. '07.

A summary of returns on the blocking-out of racing news. Out of 138 libraries 27 obliterate the betting news, 49 do not do so, and 62 have not considered the question.

Old newspapers. G. Smith. Lib. Assn. Rec. 7: 329-42. Jl. '05.

A history of newspapers especially of those published in England. The earliest official newspaper was published in Pekin, China, being said to date from the tenth century tho it was published irregularly up to 1351. Since that date it has been issued once a week. Newspapers in England had their forerunners in tracts of news the earliest of which was published in 1605.

Problem of the comic supplement. L. E. Stearns. Wis. Lib. Bul. 4: 102-3. N. '08.

"While the colored inanity is apparently harmless in its influence upon adults, those liking it being probably beyond the ken of good taste in art, it is a different matter as far as the children are concerned. If we grant the value of good pictures in forming the taste for the beautiful in the child, we must be sure that he has the best pictures obtainable. Pictures, surely, should teach nothing that is low and debasing. Every normal child likes color, as is shown by the way in which kindergarten children eat up their bright red crayon. As an educator has pointed out, to fail to recognize this literal and figurative craving is usually to drive children to satisfy it with the worst possible material, such as is found in the weekly colored atrocity. . . . To offset the pernicious influence of these poor drawings, worse colors and bad morals, some of the best artists of the present generation have devoted much of their time to the service of the child: notably, Bouquet de Monvel, Peter Newell, Walter Crane, Howard Pyle, the Rhead brothers, Jessie Willcox Smith, Elizabeth Shippen Green, Kate Greenaway, Maginel Wright Enright, Reginald Birch, and a host of others. The works of these in book and portfolio form should be secured by thoughtful parents and librarians to offset the baneful influences of the colored supplement."

Reading room methods. J. L. Evans. Lib. World. 12: 373-8. Ap. '10.

Notes on this article are given under the heading Reading rooms.

Newspapers. Advertising in. See Advertising the library.

Newsrooms.

See also Newspapers; Reading rooms.

Are newsrooms desirable in public libraries? T. F. Turnbull. Lib. Assn. Rec. 9: 510-5. S. '07.

"From the economic standpoint, there can be no reasonable doubt that the money spent on newspapers could be much more profitably spent on fostering other activities of the library;

Newsrooms—Continued.

but from the standpoint of the desires of the greater number of the inhabitants of a town, a newsroom would in almost every case have to be provided. . . . The opponents of newsrooms deny, I think too vehemently, what I may call the forwarding influence of the department in converting the newspaper reader into a student of the magazine-room, the reference library, or the lending library. It is indubitable that hundreds of persons are attracted to the newsroom who would never learn otherwise of the library's existence." However there is no need of an elaborate newsroom.

Municipal library and its public: the news-room. J. Ballinger. Library, n.s. 9: 66-79. Ja. '08.

The Cardiff, Wales, public library reading room formerly had no supervision and was practically given over to loafers and undesirables. With an extension of the buildings an opportunity came to change the newsroom. Plenty of space was allowed in the room. Few seats and tables were provided. Papers were given a fixed location, and an attendant was always on duty. The newspapers selected covered a wide range of interests. People in search of employment and of home news, and others who want to find out about markets and prices come to the room. The Shipping Gazette is much in demand. Berthing lists are posted in the branches where laborers who load and discharge vessels can easily consult them. They often save a trip to the docks. No religious papers or magazines are accepted. Directories and similar works of reference are kept in the news-room and they are frequently consulted. Information of such a character that it can be quickly looked up is given over the telephone. This opens up a large field of usefulness for libraries.

Newsroom as a department of the public library. G. R. Bolton. Lib. Assn. Rec. 12: 355-43. Je. '10.

"The opposition is chiefly against the provision of newspapers because of their degenerated literary tone, and the objectionable class of people they are said to attract." A newsroom is expensive out of proportion to any benefit the community may derive from it. Morning papers are useless after two or three hours in the newsroom, and evening papers are of interest chiefly to those who read betting and sporting news. Papers are cheap so that anyone may have them. They receive much of their news from a common source and thus duplicate each other. The principal habitués of a newsroom are loafers and unclear or otherwise objectionable people. It is bad policy to provide papers for those who never will read anything else, especially since so large a part of the modern paper is devoted to police, betting, divorce news, criminal cases and unauthenticated matter. Those who favor newsrooms argue that "newsrooms being open to all (without restriction) often form the medium by which people are induced to become acquainted with other departments of the library. Newspapers enable the public to keep themselves posted up in current topics, and are valuable as contemporary records of political, social, and historical events, and are valuable for the columns of employment advertisements contained in them. Provincial papers form a means of communication, and enable natives of certain districts to gain information dealing with their former place of residence. Local papers enable persons to take an intelligent interest in all local matters. A selection of newspapers representing the different political, social, and religious opinions enable readers to cultivate a wider range of thought. Newsrooms provide a means of mental recreation and instruction, and act as a counter-attraction to the public-house."

Newsroom methods. A. Webb. Lib. World. 10: 317-20. F. '08.

"Some of the fundamental reasons why wall slopes are preferable to standards are (1) the center of the room is left free for reading tables; (2) complete supervision of the room from any point is practicable; (3) the room does not assume such a stuffy and crowded appearance; and (4) the arrangement, titles, and position of the papers are more easily ascertained. Wall slopes are, in point of construction made exactly the same as standards—excepting, of course, that they have the slope to the front only. Care should be exercised so as to have the slope at a convenient angle, as if it is too steep, it will cause the papers to droop, and if too gradual the top of the papers will be out of the range of sight of short persons. A slight beading on the bottom of the slope is frequently used to prevent papers from drooping. A brass rail running the entire length of the stand is very often useful in preventing readers from leaning on the papers. . . . The titles of the papers should always be displayed at the top of the stands. This is done in various ways: sometimes the title is simply painted on the stand; often painted on enamelled plates and screwed on the stand; and sometimes grooved holders or metal frames are attached to the stands, and titles printed on stiff cards or painted upon wooden or bone tablets which are made to slide into the holders. One advantage of this latter method is that if the position of the paper is altered the re-arrangement of the titles becomes a very easy matter. . . . In arranging the newspapers on the stands a good plan is to put an evening paper between two morning ones, or to separate those journals that are read the most by a few of those which are not so popular, so as to prevent crowding at one or two places of the room."

Newsrooms: are they desirable? symposium. Lib. Assn. Rec. 7: 572-80. N. '05.

"There are many people who cannot really afford more than their halfpenny morning paper, but later would like to see the opinions that are expressed in the various leading articles—for I suppose some people do read the leading articles—and to peruse the intelligence to be found in the great morning papers, the Times, the Telegraph and others. It would be a great privation to a considerable number of the frequenters of reading-rooms not to have access to the literary or engineering supplement of the Times, and so forth." The unemployed eagerly seek the advertisements which are to be found in the leading papers. "Although some of these people may be undesirable and unpleasant, they are a part of the community we should have the very greatest solicitude for, and provide with something better than they could find, perhaps, if these were not in existence." Newsrooms have a legitimate sphere and it would be a mistake to abolish them. Libraries should fit their newsrooms and newspapers to the community.

Newsrooms, their requirements and service. J. D. Young. Lib. Asst. 5: 57-60. F. '06.

Only the best daily papers should be taken. Good trade and technical, also scientific and artistic papers, and monthly and quarterly periodicals should be provided. Light current literature should be excluded. The room should be well lighted and the furniture should suit the circumstances. Newspapers should be so arranged that congestion will be avoided. "In order that periodicals may be rapidly distinguished it is a good plan to paste the outside sheets of the periodicals on the covers in which they are to be found." This is economical and effective.

Newsrooms—Continued.

Public libraries, their buildings and equipment: a plea for state aid. M. B. Adams. Lib. Assn. Rec. 7: 171-7. Ap. '05.

"There is a growing opinion among those who think for themselves that the far higher value of the reference room is too frequently sacrificed for the more popular reading room, and that the reason why so few appreciate the contents of a library is simply because no effort is made to teach its intelligent use, and that the management of library affairs is conducted on inadequate lines." Reforms are no doubt needed in newsrooms. "There is one point upon which all authorities agree, and that is, if newsrooms are provided at all they must be ample: they cannot be too large, too light, or too well ventilated. Two rooms are thought desirable by the majority of librarians—one for newspapers and lighter journals, and one for magazines and serious weeklies. The solid quarterlies and scientific publications are best consulted in the even quieter retirement of the reference room. For economy of administration the fewer the rooms the better, and I prefer one lofty and spacious room. . . . Having provided this one big apartment, I would personally prefer to put the paper slopes all round the walls, leaving the central area clear for tables on which journals and magazines should be fixed. This arrangement enables an uninterrupted view at a glance to be had over the entire room. . . . Every publication ought to have its own special place where it should be a fixture, so that readers may know at once if it is engaged or not. The bottom edge of the wall slope is best three feet from the floor, with a projection of one ft. three ins., and the tilt of the slope should not be too sharp, or short readers will not see to read the top of the broad sheets comfortably. Two feet six inches is a good width for the height of the slope, and above that the title skirting for name tablets ranges as a capping, giving a total height of six ft. Eight feet six inches run will provide room for two big morning papers or three smaller ones, and of course, the readers are best distributed by mixing daily and weekly papers together on the slopes."

Non-fiction.

See also Fiction.

How to increase the reading of non-fiction. N. Y. Libraries. 2: 243-4. Ap. '11; Same. Ia. Lib. Q. 6: 176. Jl. '11.

Methods of getting non-fiction read. J. M. Drake. Wis. Lib. Bul. 5. 1-5. Ja. '09.

The librarian should read as many books as possible and get at least one person outside the library to do so. New books should be shown to patrons according to their several special interests. Men who come to the library to read newspapers would read books on live topics if they knew they were available. Call their attention to the Congressional records and the bills that are presented to the legislature. Ask the judgment of the man who is interested in a subject what books to buy on that subject. Talk with people outside the library and notice what subjects they are interested in, and ask them if they know what the library has on that subject. If they do not come in soon, mail them lists of the books, or telephone. Attend public meetings to find out what people are thinking about. Note the attendants at the meetings. See that the people are pleased when they come to the library. Never let anyone go away dissatisfied. If you lack the material desired, buy or borrow it at once. Recognize new faces and show strangers how to find things in the library. Have the best possible assistant at the loan desk. Lend to students or interested persons as many non-fiction books at a time as you can spare. Print lists of new books and books on timely subjects in the newspaper. If possible have such lists annotated. Get reprints of these lists from the newspapers for distribution at the library.

Print lists on bookmarks and on merchants' advertising cards. Mail lists of books to specially interested people, post them on bulletin boards at the library, and in the school buildings, put books on display shelves, have exhibits and lectures. Put lists of books on allied subjects in the books.

Popularizing the library. M. S. Saxe. Lib. J. 35: 363-6. Ag. '10.

"The first thing we did to reduce the percentage of fiction going out of the Westmount library was to allow each person registered to take out two books, only one of which might be a novel. If we observed the applicant was at all serious-minded, we would add, 'You are not obliged to take a novel you know; possibly you care for something better; you can always have two nonfiction books.' This is a good bait. If the borrower is a clergyman, a teacher or a college student we offer him a stack permit. This is a printed slip, and refers to books not kept on the open shelves. If we find a person is preparing for a debate, or a paper for the woman's club, or for any reason needs more than the allotted two books, we do not refuse an extra book or so long as no novels are taken. . . . Post in your library an advertisement of some attractive biography or book of travel or art. For instance, Agnes Laut's 'Conquest of the great northwest,' with that frontispiece 'Hudson adrift in the Arctic sea,' and write underneath, 'Leave a request for this fascinating book.' A picture of an author has a hypnotic influence. We once posted a fine copy of Ruskin's head on the bulletin board, and put beneath it, 'Do you know his books? We have them all.' Forster's 'Life of Dickens' is always a good suggestion. We have two copies, two volumes each, and it is ever popular. The local newspaper is also a great help. An item sent to them indicating some particular book as the 'most valuable non-fiction book published during the month' will at once bring a response. When a person sends to the library for a book, instead of coming in person, behold the librarian's opportunity. Say to the messenger: 'I have chosen two books for Miss Blank, one from her list and a newer one she may like to see,' and you give him the most entertaining book of non-fiction that is in. Result—the messenger takes away two—brings back two—gets two more—and Miss Blank has the habit. . . . Our magazine auction, which occurs the first Saturday night in December each year, is very popular. We auction off the magazines, not old magazines, but those for the coming year. For instance, the highest bidder for the Weekly Graphic will get his periodical each week as it is taken from the tables, when the fresh copy goes on. We do keep back a few magazines for binding, but on the whole we get better results by selling and then picking up at auction or elsewhere magazines already bound."

Normal schools, Library training in. See Library training.

Notices. See Placards.

Numbering books. See Book numbers.

O

Open shelves. See Access to shelves.

Order department.

See also Accession; Book buying; Book selection; Collation of books.

Mechanism of book selection and ordering. J. D. Stewart. Lib. World. 14: 131-4. N. '11.

Order and accession department; preprint of Manual of library economy, ch. xvii. F. F. Hopper. 29p. bibliog. pa. 10c. '11. A. L. A.

Order department—Continued.

Order department of a branch library system. E. V. Baldwin. Pub. Lib. 11: 509-11. N. '06.

The book order department of a library should aim to supply books to the various branches impartially and expeditiously, and should, if possible, order at one time all copies of a book needed in the central and branch libraries. Yet branch librarians should not be deprived of their right to name books needed. The system of interchange will often save branches ordering books added to the central library. The chief librarian of a branch library system should watch constantly for opportunities to purchase duplicate copies of old books for new branches, and to replace worn out books.

Order routine in Brooklyn public library. E. V. Baldwin. Pub. Lib. 11: 560-1. D. '06.

The last of the month each branch librarian submits recommendations for books to be added to her branch. The order department then files in one alphabet orders for books for which there is an urgent demand, and also for duplicates and replacements. The balance of the recommendations are filed in another alphabet. The slip always indicates which branch wants the book. The slips are then compared with the union catalog and the number of copies already in the library or branches is indicated. At the same time mistakes in author's names and in titles are corrected. The slips are then compared with the "file which contains a slip for all outstanding orders and all books received but not yet cataloged." When the order slips are returned to the order department those desired for a "special reason are stamped 'special' so that they may take precedence over other books in the cataloging department. . . . The slips are then stamped with the date of the order and the name of the dealer, and before the order is actually sent out the original slips are filed. This is made necessary by the fact that several days often elapse between the time the slip is compared with the order drawer and the date it is ordered, and if the book has been supplied in any other way the fact will be discovered when the slip is filed. The number of copies of each title wanted is indicated. . . . The slips for books not already in the library are forwarded to the book committee for approval. A duplicate slip is made for each book ordered, and this is sent to the publisher as an order for the book. When the duplicate slip is returned it is filed under the name of the bookseller from whom it was ordered, and the bills as received are compared with this list and the slips for books supplied are removed from it. . . . No slip is removed from the order list until the book has been cataloged and the card filed in the union catalog. . . . Congressional cards are ordered before the order for a book is sent to the publisher, so that the cards may be received before the book. When the book bills are checked with the order slips the branch initials are affixed to the bill so that the amount of money expended for each branch may be ascertained for statistical purposes."

Practical accession work. S. Pitt. Lib. Assn. Rec. 7: 68-71. F. '05.

Orders "should be prepared on sheets of uniform size, ruled to show author and title, number of volumes, and date of publication with price. The sheets should be dated, numbered consecutively, and copied. As the books are received, they should be accompanied by invoices showing date of order and the numbers of the order sheets on which the various items appeared. Books and invoices are then compared, after which the invoices are compared with the orders, and such books as have been received, marked off. Errors in charge, edition or otherwise should be immediately reported." Books should then be enter-

ed in an accession book which should show date of invoice, name of vendor or donor, author, number of volumes, price, etc. After being accessioned, the books should be stamped, classified and labeled. Pockets for book-cards should also be put in. Then the books are ready for cataloging.

Successful book purchase system. L. Jeffers. Lib. J. 32: 65-7. F. '07.

Sample slips such as are used in the order department of the New York public library are shown and the practical working details of the order system are given.

Ordering books. See Order department.

Organization of libraries.

See also State aid to libraries. '

Establishment of a library. J. C. Dana. Lib. J. 36: 189-90. Ap. '11.

Form of library organization for a small town making a library beginning. A. S. Tyler. Lib. J. 31: 803-6. D. '06.

As a basis for the organization of a library in a small town it is rarely satisfactory to use a meagre school library. A church reading room is obviously unsatisfactory, and a woman's club movement often encounters a spirit of jealousy and criticism. A library association or subscription library is a popular method but it always struggles with the problem of running expenses. The best way is to secure a municipal tax and organize under the state law. This with a library organization to solicit a book fund is a feasible plan. It is the business of the state library commission to advise the community so that it may avoid mistakes made elsewhere. It can also be of great service in aiding in the selection of books, in installing a simple loan system, and in providing travelling libraries to augment the local collection. A reading room is exceedingly desirable no matter how small the supply of books. It provides a place of cheer and diversion for young people in a small town.

Handbook of library organization. Comp. by the Library commissions of Minnesota, Iowa and Wisconsin. O. 79p. p.n.p. '02. Library commissions of Minn., Ia., and Wis.

Contents: Organization; Housing the books; The books; Administration; Library extension; Librarianship; Library supplies; Index.

Hillsboro's good luck. D. Canfield. Atlan. 102: 131-9. Jl. '08.

How a town can get a library. J. C. Dana. Ind. 60: 1277-9. My. 31, '06.

"Your town has no library and you wish it to have one. . . . Write to the Publishing board of the American library association, 10½ Beacon Street, Boston, Mass., and tell them of your wish." They will send you a pamphlet "Why do we need a public library" for five cents. The public library commission at the capital of your state will also help you, by sending you the state library laws and instructions how to set them in action. Perhaps a professional promoter and organizer of libraries will be sent you by the state commission. Interview school teachers, lawyers, ministers, study clubs and public spirited people. The local paper will invariably also help. If there is already a library maintained by private subscription the friends and owners will usually surrender it to the public. Ask your state library commission for a travelling library. It will give you a chance to see who cares for books. "You can keep this library a few weeks or a few months and exchange it for another. If you succeed in establishing a local library you can supplement its books with one of these constantly changing

Organization of libraries—Continued.

collections." From the Boston headquarters you can get many helpful pamphlets on buildings, rooms and essentials of library management. Employ an expert to help the preliminary work of organization if you have money enough. If not find a wide-awake ambitious untrained person. Get for her the best things in print on library management. Send her to up-to-date libraries to see the practical things she reads about. "Give her full control and ask for results."

How to start a public library. G. E. Wire. (Library tract no. 2.) D. 12p. pa. 5c. '02. A. L. A.

First find out what the existing state library laws are, then arouse public interest in the library movement in every possible way. The local papers should be enlisted and public meetings held. Special effort should be made to reach all classes of people. Where there is no public library law on the statute books, "two lines of action are possible; first, to get an act passed, and second, to work for a free public library without a special act. It is advisable generally to begin a public library under existing laws, either subscription library laws, or general corporation laws, or association laws. These are found in every state. Even a subscription library may be run as a public library, and, in fact, many are so conducted so far as reading-room and reference use are concerned. Still another and better plan, much to be preferred if possible, is to have a free public library supported by subscriptions and gifts, and free to the public. . . . In any of these cases there must be an organization,—due care being taken to conform to the law under which action is taken. A constitution and by-laws are needed, providing for the purpose of the association, its name, and its officers. . . . Great care must be exercised to keep always in mind the non-mercantile aspect of the work, to spend no money on buildings, lectures, pictures or museums, but to devote all energies to building up the library and to doing library work in its different ramifications. . . . Be as liberal as possible with all the library advantages and so gain friends among the taxpayers, looking toward a time when the institution shall be the people's library. . . . The librarian should be chosen soon after the organization of the trustees. In the growth of the library movement, he has become better equipped than in the earlier days, and it is altogether the safest and best plan to let him do most of the book selection. . . . Care should be taken in choosing the model on which the library is to be developed. Do not go to the largest public library for advice and blanks and forms, for few libraries of even one hundred thousand volumes are fit models for a small library. Go to some place of nearly equal size which possesses a new library building, new collections of books, and the new library atmosphere. . . . Be not building crazy. Let the library grow and develop first and see what you need. Do not for a moment think of putting all the money into a building and none into books or maintenance, thus at the outset defeating the purpose of the library. . . . Above all and beyond all should the workers in this cause absorb the library spirit, the missionary spirit. They should attend library meetings of their own state, by all means; they should attend the meetings of the American Library Association if these are held reasonably near, and they should visit as many libraries as they can."

Law and method in obtaining state grant in Connecticut. Conn. Pub. Lib. Doc. No. 7: 6-12. N. '04.

Library for this village: why it is needed; how it may be secured. N. Y. Libraries. 1: 35-7. Ja. '08.

Material for a public library campaign; comp. by Chalmers Hadley. (Library tract, no. 10.) D. 44p. 15c. '07. A. L. A.

Method of establishing libraries in Connecticut. Conn. Pub. Lib. Doc. No. 8: 193-9. 1901.

Organization and reorganization in Wisconsin. Wis. Lib. Bul. 4: 27-30. Mr. '08.

During February and March, the Wisconsin library commission concentrated all its available strength upon field work. The results of the work in ten libraries are given here.

Organization of a library in a small town: a personal experience. E. D. Renninger. Lib. J. 31: 112-7. Mr. '06.

The library movement in the town had its origin in the local civic club and had \$1000 available. Rooms had been rented. There were four bookcases and less than 100 books. The organizer found little local enthusiasm or help except in the recently appointed librarian. An all-round library was desired. A campaign was begun by sending items to the local press in order to interest the people. A selection of books up to \$1000 was made with the help of the A. L. A. catalog and other lists. Circulars were then sent out to the people asking them to contribute certain specified books or the money for them. The result was about \$300 in cash and 1500 volumes. From January to June through donations, concerts, sales, etc. \$800 was raised for current expenses. The library was opened with nearly 5000 volumes on the shelves. The circulation grew slowly but steadily and was helped by persistent advertising.

Organisation of a library service. J. Barr. Lib. Asst. 6: 5-8, 25-8. O.-N. '07.

An essay on organizing "a library service for a country borough with 1,000,000 inhabitants in which the 1 d. rate produces £6,000." Plans and prices for one central and three branch libraries are given, also estimates of a good working staff with amounts of salaries.

Organizing a library. Pub. Lib. 12: 62. F. '07.

Familiarize the voters with the law of the state. Show them how a free public library will "promote the growth of the town, increase the amount of business and enhance the value of property." The library should depend on taxes, not on revenues from licenses or lawn socials. The women's clubs may well use their influence in showing the taxpayers the advantages to be gained from having a library in the town. Interest the children and they will interest their parents. After the library has been assured by vote, secure a competent librarian. Do not attempt economy in the purchase of absolutely essential records such as cataloging and general supplies.

Place, the man and the book. S. B. Askew. A. L. A. Bul. 2: 150-7. S. '08; Same. N. Y. Libraries. 1: 163-9. Ja. '09.

An interesting description of the starting of a library in a New Jersey fishing village.

Principles of library organisation. J. D. Stewart. Lib. Asst. 6: 98-103. Ap. '08.

Local knowledge of libraries is generally confined to the vague idea that there ought to be a library. A definite policy of library organization "would result in any particular district being provided with the library facilities most suited to its particular needs. . . . The initial step must, of course, be the adoption of the libraries acts. This may be brought about in various ways. . . . A group of enthusiasts may bring about the adoption of the acts; or some public-spirited individual may offer a sum of money for a library building on condition

Organization of libraries—Continued.

that the acts be adopted. Once the movement has been started, the actual adoption is a comparatively simple matter. Any county borough, urban district, burgh or other similar authority, may, without consulting the voters at all, adopt the acts by a resolution. On the other hand, in rural districts, a parish meeting must be called, which can adopt the acts by a majority vote of those present. . . . In the resolution adopting the acts it is advisable to insert a definite date upon which they must come into operation. . . . When the acts have been adopted, and a committee formed to carry them into effect, then comes the most critical time in the history of a library," viz., the appointment or non-appointment of a trained librarian. An expert who has no other aim to serve "than that of giving the best possible service to the district, will, to a large extent, do away with the conditions which have influenced some library systems adversely. For example, it will do away with, or at any rate put a check upon, the local rivalry which makes one district put up a large building simply because an adjoining district has a large one." The librarian who studies his district, knows "what the population of his district is, and to what it is likely to increase; he also knows what proportion of that population is likely to come and make use of the various departments of the library. Although fifty per cent of the population of a district are possible library users, yet experience has shown that on an average only twenty per cent actually make use of the opportunities. This twenty per cent is divided up into lending library borrowers, six per cent; reading room users, ten per cent; and reference library readers, four per cent." These figures "afford a basis upon which it is possible to build up a scheme of organization." From them the librarian "can fix the approximate stock of books; knowing that about ten per cent of the population will use the reading rooms, he can average up the hourly attendance and provide accommodation accordingly; and so with the four per cent of reference readers. If the library is planned and arranged with these factors in mind, there will be no very serious cause for complaint. . . . The number of library buildings to be provided in a district depends very largely upon the geographical characteristics of the district. Where the population is fairly dense, as in a large town, one branch for each 60,000 persons may be taken as being a good provision. This, of course, takes it for granted that the branch library is to be a fully equipped one, and worthy of the name of branch. Where, on the other hand, the population is scattered, branches of a smaller type may have to be provided for every 30,000 persons. This, like the provision of books must be settled by the expert on the spot. It is the necessity for the application of this specialized knowledge to the organization of a library or library system, that makes the early appointment of a trained librarian of such vital importance. . . . It is better to have a small library run efficiently than to have a large one starved and consequently inefficient."

Reminiscences of an untrained librarian.
 Pub. Lib. 13: 207-11. Je. '08.

A humorous description of the making over a library which had the distinction of being the worst in the state.

Value and work of a state library organizer. W. R. Eastman. Pub. Lib. 10: 67-72. F. '06.

The state library organizer should know library conditions thoroughly in his own state, because he is the man for librarians to consult with. It is his business to visit the libraries in his state, and he should keep in touch with libraries in other states. He must be clear-sighted, enthusiastic, earnest in pursuit of his main ob-

ject. He must be great enough to lose sight of his own importance. He must be sympathetic, must have infinite patience, must be ready to answer all sorts of questions.

P**Pamphlets.**

Arranging pamphlets. J. M. Cochrane.
 Pub. Lib. 14: 254-5. Jl. '09.

After trial of various unsatisfactory methods of treating pamphlets, the Maine state library decided to arrange the pamphlets belonging to a subject in cases at the end of the arrangement of books in the class. Each pamphlet carries its full call number with a note of the number of the case, and the catalog card bears the same information. All pamphlets are fully cataloged.

Protecting pamphlets. F. K. W. Drury.
 Lib. J. 35: 118-9. Mr. '10.

"Among the commercial binders those made by Gaylord Brothers, of Syracuse, N. Y., are the cheapest brought to the writer's attention. These come in various sizes. The following are nearly standard and may be cut to fit: 6 x 8, 6 x 9, 7 x 9½, 7 x 10, 8 x 11. The cover of the pamphlet is removed if it is an addition to a title-page, and being cut by a photo-trimmer (which it is worth while to have) is pasted on the cover of the binder. The pamphlet is then pasted in the binder by means of the gummed strip. The majority of pamphlets require also that they be fastened in by some additional means; otherwise, after only a little usage, the inner pages will part company with the outer sheet. An Acme wire stapler will correct this and fasten the pamphlet securely in the binder. Certain thin pamphlets can be sewn in very easily. The cost of the Gaylord binder averages 3½ cents, and the time of pasting, stapling and trimming costs about 3½ cents, making the total cost for the average pamphlet 7 cents. Hence for any over 14 pages the cost per page is ½ cent or less. The Miller cloth flap binders made at Albany, N. Y., come in any size, but cost about 4 cents more each, thus increasing the cost to 11 cents per pamphlet. Paste must also be used, as the strips are not gummed. For pamphlets 22 to 24 pages the cost is ½ cent per page, and of course less for thicker ones. Regular trade binding can be put on pamphlets rather cheaply if done in lots. They can be sewed 2- or even 3- on in plain boards and no lettering. One lot the writer knows of was done for 19 cents each, hence for any over 38 pages this conformed to the ½ cent per page standard." . . . Many dissertations on one subject in a special seminar library are perhaps best preserved in pamphlet boxes. . . . Music is also well preserved in the Gaylord binders, especially sheet music. . . . Unbound annuals and similar continuations are a great perplexity until they can be bound. Groups with numbers missing or awaiting the quinquennial or decennial cumulation for binding may be protected in the following ways:

1. Put in manila case, costing 1½ cents, making the protection about ½ cent a number. The page cost is past reckoning.
2. Put in a wooden pamphlet case; these cost 25 cents each and hold about 10. Thus the cost per copy is 2½ cents.
3. Put in an expanding binder, such as the Chicago or Simplex, costing about 40 cents. These also require stapling as for the Gaylord binders, otherwise the insides will fall out and get lost. They soon get unsightly and are hard to keep in repair. As one will hold about 25 pamphlets the cost is about 2 cents each. On the score of cheapness, the pamphlet box at the end or beginning of a class probably carries the day, but this is good for storage only. The staple pamphlet in a Gaylord binder approaches a bound book and may well be treated as such by the library.

Pamphlets—Continued.

Satisfactory method of arranging pamphlets. L: R. Wilson. Pub. Lib. 15: 278-9. Jl. '10.

Some notes on binding. G: F. Bowerman. Lib. J. 35: 258-9. Je. '10.

Notes on this article are given under the heading Binding and repairing.

Taking care of pamphlets. W: S. Merrill. Pub. Lib. 11: 502. N. '06.

All pamphlets in the Newberry library of Chicago are entered in the catalog and shelf lists in the same manner as books. Many are bound in card board with cloth back and hinge and are entered in a separate pamphlet accession catalog. Continuations like annual reports issued in pamphlet form are sometimes rebound if of special value for permanent use. Small libraries which cannot afford this method could use this modification of the Harvard system: "Make an author-card for each pamphlet and mark shelf-number on it after classification. Enter each independent pamphlet separately in the accession catalog, works appearing in parts, of course to be entered as books when complete. Classify each pamphlet by subject and keep tied up in bundles with heavy manilla paper and tape, lettered by pen on the back, for reference use only. Make one entry under each subject referring to these pamphlets, and keep a duplicate list of such headings for convenient reference."

Treatment of ephemeral material in the public library. S. K. Hiss. A. L. A. Bul. 3: 404-8. S. '09.

Treatment of pamphlets in Harvard college library. W. H. Tillinghast. A. L. A. Bul. 3: 400-3. S. '09.

Treatment of pamphlets in John Crerar library. A. G. S. Josephson. A. L. A. Bul. 3: 403-4. S. '09.

What to do with pamphlets. Z. Brown. Lib. J. 32: 358-60. Ag. '07.

After pamphlets are classified they are "put in a pamphlet box which is marked with its class number, and placed at the end of the books in that class. . . . On the side of the box, or on its inside cover, is written a list of the pamphlets in that box, giving author, brief title, and date. The call number of each pamphlet, which is written on the corner of its cover, consists of its class number followed by its pamphlet number. For instance, the fifth pamphlet put in the 630 box is numbered '630 Pam 5.' In a way, the list on the box serves as both shelf list and catalog so that in many cases this single entry is all that is needed. . . . In the card catalog, a general reference is made from each of the subject headings covered by the pamphlets in the box. . . . A sample reference card reads as follows 'Agriculture. See also the pamphlets on agriculture, in the box marked, 630 at the end of the books in class 630. A list of contents is on the box.' These reference cards are filed at the end of the catalog cards under a given subject heading." When it is worth while valuable pamphlets are cataloged separately. "Often it seems worth while to enter under subject, but not author. . . . After the pamphlet box is started for any class, and the general reference cards made, adding a new pamphlet usually involves merely writing its author and title on the box, and marking it with the next pamphlet number. . . . Large or very useful pamphlets may be bound in the usual cardboard pamphlet covers with cloth hinges, and then treated as books."

Paper.

Deterioration of newspaper paper. F. P. Hill. Lib. J. 35: 299-301. Jl. '10; Same. A. L. A. Bul. 4: 675-8. S. '10; Excerpts. Pub. Lib. 15: 323-5. O. '10.

Metal-leaved books. Pub. Lib. 16: 432. D. '11.

Outline of the history of paper. Lib. World. 14: 118-20. O. '11.

Paper of lending library books, with some remarks on their bindings. C. Chivers. Q. 34p. *90c. (*2s. 6d.) '10. C. Chivers, Bath. (For sale by Baker & Taylor Co., N. Y.)

Physical qualities of paper. R. W. Sindall. Lib. Assn. Rec. 10: 24-35. Ja. '08.

Tests of paper, and the materials used, and manufacturing processes employed in making different kinds of paper are discussed by Mr. Sindall.

Pressing danger for our libraries. J. Franke. Zentralblatt für Bibliothekswesen. 25: 193-206. My. '08.

"The increasing thoughtlessness use of perishable papers for books in public libraries is deeply to be deplored and must be regarded as a sin against the scientific work of future generations. Every attentive observer will state that the number of quickly worn-out books in public libraries increases from year to year in a manner to cause anxiety. . . . All copies of books for use in libraries should be printed on the best paper. Some technical school should hold demonstrations in paper making for the benefit of librarians. The state might also insist on good paper for copies under the copyright acts. Finally the writer recommends the appointment of a commission to investigate the subject."—Lib. Assn. Rec. Jl. '08.

Patents.

Use of patents. H. L. Prince. A. L. A. Bul. 1: 166-9. Jl. '07.

The only libraries that can in any adequate degree supply the information needed by inventors and manufacturers watching for new discoveries are those in Boston, Chicago, Cincinnati, New York, Pittsburgh, St. Louis and Washington. "The countries of the first class, 11 in number, have issued nearly 1,700,000 patents which are available for searchers either in chronological order or classified in systems of more or less value and convenience. In this class in the order of their importance are the United States, Great Britain, France, Germany, Hungary, Switzerland, Austria, Sweden, Norway, Russia, and Denmark, only the first four exceeding 100,000. . . . The pre-eminent consideration for the patent profession is that of intelligent and available classification which can be seen and read, and in this England stands at the head, and I regret to say, the United States at the foot. This does not mean that the United States patent office lacks a classification, but it is not available to the public. . . . nor is there any place outside of the patent office itself where the searcher can find all the patents of a class or a sub-class with certainty."

Pay duplicate collections. See Duplicate pay collections.

Pedagogical libraries.

See also Bureau of education.

Bryson library of Teachers College, Columbia University. E. G. Baldwin. Columbia Univ. Q. 13: 205-11. Mr. '11.

Pedagogical libraries—Continued.

Central pedagogical library and museum for Massachusetts. G. Stanley Hall. Pedagogical Seminary 12: 464-70. D. '05.

A library for teachers should be established where the best educational journals, both American and foreign, may be found, also the choicest educational books. Charts and illustrative apparatus, plans and working models of buildings, furniture, ventilating systems, etc., should be included. "There should be a collection of text-books on every topic from the primer up, new and old, always including representative books from foreign lands." In addition to serving those who can come directly to the library, such an institution should conduct a bureau of information and so render service to a much wider field than could be otherwise reached.

Library of the Bureau of education in its relation to other pedagogical collections. W: D. Johnston. A. L. A. Bul. 2: 338-41. S.; Same. Educ. R. 36: 452-7. D. '08.

Notes on this article are given under the heading Bureau of education.

Suggestions on forming a professional library for teachers. C. A. Scott. Lib. J. 31: 168-9. Ap. '06.

A professional library for teachers would greatly advance the cause of education. Such a library should include a good collection of reference books on pedagogy, and should also include books on child study, psychology and sociology. A collection of text-books would be invaluable to teachers for the purposes of comparison. An exhibit of work done by schools might well have a place there. It would prove useful not only to teachers but to parents in showing the character of work done.

Penmanship. See **Handwriting, Library.**

Pensions for librarians.

Academic standing of college library assistants and their relation to the Carnegie foundation. W. E. Henry. A. L. A. Bul. 5: 258-63. Jl. '11; Excerpts. Pub. Lib. 16: 294-5. Jl. '11.

Notes on this article are given under the heading Librarians and assistants.

Compulsory superannuation. M. Reed. Librarian. 2: 149-50. N. '11.

Plans for a superannuation fund for librarians appeal less to women than to men, for the reason that women seldom expect to remain permanently in the profession. If women are to be included in any such scheme provision should be made for the return of their contributions when they leave the work.

Pensions for library workers. Pub. Lib. 16: 332-3. O. '11.

A plea for the establishment of a pension fund.

Periodicals.

See also **Library periodicals; Newspapers.**

A. L. A. analytical cards for periodical publications. W. C. Lane. Lib. J. 36: 632-3. D. '11.

A. L. A. magazine exchange. Lib. J. 35: 25. Ja. '10.

Access to files of current periodicals in reading rooms. W. S. C. Rac. Lib. World. il. 13: 356-8. Je. '11.

American cheap magazine. W: Archer. Fortn. 93: 921-32. My. '10. Same. Liv. Age. 265: 579-87. Je. 4, '10.

Anti-librisecution—a reply to Mr. Foster. A. D. Dickinson. Pub. Lib. 15: 158-9. Ap. '10.

Arrangement for illustrations in periodicals. W: R. Reinick. Pub. Lib. 15: 376-8. N. '10.

Notes on this article are given under the heading Pictures.

Available published indices of legal periodical literature. A. L. A. Bul. 1: 252-4. Jl. '07.

Berlin. Königliche bibliothek, systematisches verzeichniss der laufenden zeitschriften. Juli, 1908.

"This classified list of current periodicals, printed in good, readable type, with evidence of careful proofreading, contains essentially the same titles as the previously published 'Alphabetical list.' 'Periodicals' in a wide sense are included, but not government newspapers, reports of municipalities and of chambers of commerce, business reports of associations." F. W. Library Journal.

Book readers in process. Publishers' Weekly. 79: 2316-7. Je. 10, '11; Same. N. Y. Libraries. 3: 11-3. O. '11.

Books on India and Indian periodicals. J. T. Sunderland. Lib. J. 33: 229-30. Je. '08.

A list is given of the Indian monthlies and dailies which would be most helpful in English and American libraries.

Care of periodicals. F. R. Jackson. Pub. Lib. 11: 493-4. N. '06.

Periodicals should be ordered "thru agents who will furnish them at lower rates than the publishers, and in the case of foreign periodicals will collect them and send them in packages, thus insuring better condition and less likelihood of missing numbers." The record of orders may be kept on ordinary catalog cards and should show "title, call number, the year covered by the subscription, date of order, agent, regular price, cost price and date of bill." Every periodical should be dated and receive marks of ownership, the leaves should be cut and loose pages or plates fastened in securely before being placed on shelves or tables for readers. "Missing numbers should be sent for as soon as noted." Attention of the public should be called to articles of importance in the less popular magazines. Mr. Jackson advises the spring back binder for preserving temporarily the ordinary sized magazines.

Checking and filing of periodicals. H. Kraus. Croydon Crank. 1: 58-9. Jl. '08.

Checking serial publication. W: R. Reinick. Lib. J. 36: 416-20. Ag. '11.

The author, who is chief of the department of public documents of the free library of Philadelphia, outlines the scheme which he has worked out in keeping a record of the serials in his department. Reproductions of the cards he uses accompany the article.

Periodicals—Continued.

Children's magazines. M. C. Fraser. Pub. Lib. 16: 151-3. Ap. '11.

An appraisal of seven American magazines for children and of the children's page of the Ladies' Home Journal and the Woman's Home Companion.

Circulation of single numbers of periodicals. E. M. Sanderson and E. M. Smith. Lib. J. 33: 86-94. Mr. '08.

As a basis of investigation for the preparation of this article a set of 15 questions was sent to 68 public libraries. Replies were received from 64. Of these 12 did not circulate single numbers, but three of them have the matter under investigation. Of the 52 libraries which circulate single numbers the majority (36) circulate a selected list beginning while current and continuing as long as the demand lasts. Of these 36 all but six limit their circulation to special copies. Century and Harper appear on every list where periodicals are circulated at all, then follow, Scribner, McClure's, Atlantic, Review of Reviews, World's Work, Cosmopolitan and Munsey. Several libraries do not circulate ten cent magazines. The amount of duplication of magazines varies with the size of the library. After the periodicals no longer circulate in single numbers many libraries bind all that are in good condition and then circulate them as books. Others either send the duplicate copies to penal or charitable institutions or cut them up for pictures or bulletin material, or discard them. Seven days is the time most frequently allowed for keeping a number. The least time is two days and the most four weeks. Current numbers usually go out for three days only. The general custom is not to renew or reserve these single numbers. The usual fine for overdue periodicals is two cents per day but the charge varies from one to five cents. A few libraries do not cover the circulating copies but the others use various kinds of covers from paper up to flexible American Russia. Only a minority of the libraries have duplicate pay collections. At the close of the article tables are given which put the results of the investigation into tabulated form.

Classified list of current periodicals: a guide to the selection of magazine literature. J. D. Brown. *6d. Library association, Lond.

A classified list of 768 of the principal magazines of the world, selected by the librarians of various important countries.

Clearing houses for periodicals. H. W. Wilson. A. L. A. Bul. 3: 165-6. S. '09.

Conglomerate in periodicals: Methodist Review. J. C. Thomas. Lib. J. 31: 817. D. '06.

Current literature references on public utilities, etc: construction, operation, finance for the year 1908. 168p. Library of Stone and Webster.

Notes on this article are given under the heading Technical literature.

Editorial to order; magazines, their scope and influence. Ind. 65: 796-8. O. 1, '08.

"It is sometimes said that the magazine is driving the book out of existence. That is not correct, because more books are published every year, but it is true that they are becoming less important in comparison with periodical literature. . . . If you go into the chemical library of a large university you will see the walls lined with shelves full of sets of journals, but you will find only a dozen or so

books, and of these the only ones used much are dictionaries or compendiums, mere indexes to the periodicals. If you go into the workroom of some great leader of thought, a statesman, preacher, sociologist, editor, educator or author you will find stacks of unbound pamphlets, files of clippings and yards of magazines, but very few books in the ordinary sense of the word. . . . In fact, it would not be altogether unfair to estimate a man's intellectual activity by the ratio of unbound to bound volumes in his working library. We would also say without an exaggerated exaggeration, that the librarian most useful to his community is the one who makes the most use of his periodical index. . . . Nowadays most ideas of importance appear first in periodicals. A large and increasing proportion of our books are merely collections of magazine articles by the same author or on the same subject. . . . The magazine represents intellectual activity in its terminal bud. Its function is to work over old plots into new stories, to rewrite biography and history in accordance with the tastes of the times, to resurrect forgotten truths, to make crude information palatable, to convert abstract science into applied science, to throw a searchlight into dark corners of the earth and dark spots of our civilization, to start new movements and to guide old ones, to wake up people who are asleep by sounding the burglar alarm, to twist around the heads of those who are looking backward over their shoulder; in short, to inspire, to instruct and to interest."

Filing of periodicals. E. E. Glenister. Lib. World. 10: 350-1. Mr. '08.

"At some libraries, the periodicals are filed in boxes, made to take a whole or a half-year's numbers. The title of the periodical is hand-typed or written on a piece of paper, and then pasted on the front of the box. The box is then placed, according to its size, upon a numbered shelf. An alphabetical list is made of all the periodicals, with the number of the shelf on which they are placed. This list can be written on foolscap, and pasted on cardboard, and then hung up near the shelves. For instance, if a back number of any periodical is required, the assistant can refer to the list for the number of the shelf, and immediately obtain the magazine." This method is not economical in the amount of space required, and the boxes used are apt to become broken. "Periodicals may also be filed on boards, about half an inch thick, and made a little longer and broader than the periodicals they are intended for. The titles of the periodicals are pasted on the front of the boards, which should then be placed alphabetically upon the shelves. A very quick and easy method of filing periodicals is to have a room fitted with shelves about two feet above one another. The periodicals are then placed on the shelves in strict alphabetical order, with the name of each typed, and pasted on the front of the shelf."

Guide to the current periodicals and serials of the United States and Canada, 1900; comp. by H: O. Severance and C: H. Walsh. Q. 435p. cloth. *\$2. '08. George Wahr, Ann Arbor, Mich.

"This guide has been compiled to facilitate the work of the librarian in his selection, purchase and care of periodicals; to assist the bookseller and subscription agent by placing before them in convenient form the current periodical literature of the United States and Canada; to guide the private citizen in his choice of magazines for his home, his office, or his club. . . . The material in this guide is arranged first alphabetically by titles and secondly by subject matter. In the alphabetical arrangement the titles of periodicals and serials and the names of societies are arranged in one list by the first word of the title, not an article, or the name of the society. Bulletins, journals, proceedings, reports, and transactions of societies are entered under the names of the societies. The aim has been to give the name of the publication, date of

Periodicals—Continued.

first issue, frequency of publication, the publisher's name and address and the subscription price. In the second part of the guide, the material so far as possible has been arranged by subjects."

Historical sketch of periodicals. Mrs. E. G. Warner. Wash. Lib. Assn. Bul. 3: 12-5. Ja. '07.

History of periodical literature. Harper. 114: 321-4. Ja. '07.

Indexing of periodical literature and the work of the Concilium bibliographicum, Zurich. A. L. Voge. Bibliog. Soc. of Am. Proc. and papers. 2: 116-34. '07-'08.

Notes on this article are under the heading Classification.

Labor papers, 1827-1837. Lib. J. 31: 671-2. S. '06.

A list of periodicals "the primary purpose of which was to support organized labor."

Literary interests of Chicago. H. F. Fleming. Am. J. Soc. 11: 377-408, 499-531, 784-816; 12: 68-118. N. '05-Ja., My.-Jl. '06.

Mr. Fleming gives a history of the periodicals published in Chicago, giving information as to their character, origin, struggles for permanence, the interrelations between these publishing interests and other interests, and the causes of their death in cases where they have ceased publication.

Literary journalism in theory and practice. F. C. Brown. Pub. Lib. 13: 159-62. My. '08.

Magazine and book exchange. N. Y. Libraries. 2: 49-50. Ja. '10.

Notes on this subject are given under the heading Clearing houses.

Magazine campaign. A. D. Dickinson. Pub. Lib. 14: 215-6. Je. '09.

An account of how one library secured during house cleaning time 161 volumes of indexed magazines and 150 volumes of duplicates. These 161 volumes were put into home made bindings at a cost of \$19.35. The process of binding is minutely described.

Magazine editors. M. G. Wyer. Pub. Lib. 14: 212-3. Je. '09.

"The editors of some of the more important of our American general periodicals are here given. It often is of interest to know who edits some magazine, or who the editor was at a certain time or period; and many times such information is difficult to find on short notice. The present list is complete for only a few of the magazines, but it is thought to be accurate in all cases. Citation is given, whenever it has been possible to magazine articles that have sketches or portraits of the editors."

Magazine list for next year. Ia. Lib. Q. 5: 221-2. Jl. '08.

"The magazines should be selected with the two-fold purpose in view of providing attractive reading matter for the reading room and also of adding to the permanent reference collection a few that will be especially valuable for reference purposes, when the interest in them as current issues has passed. The 'Readers' guide to periodical literature' issued by the H. W. Wilson Co., Minneapolis, renders the current magazines, as well as the older ones, of the greatest value in providing material on almost any topic and is absolutely essential in every library doing any reference work."

Magazines and morals. L. E. Stearns. Wis. Lib. Bul. 7: 172-3. N. '11.

"At a recent convention in New York, by the men that have charge of the advertising departments of the various periodicals, one of the speakers propounded the inquiry, 'What reason has each particular magazine, here represented, to show for its existence?' " The question was hard to answer. Nine out of every ten magazines have no reason for existing other than as money making enterprises, or as so-called entertainers of the masses. "A magazine to be worthy of being placed upon a library table should have a definite value. It should print articles which are distinctly worth while—articles that are instructive and helpful to its readers and should oftentimes have a definite editorial value. It should not be made up of 'space-fillers' nor 'boiler-print' material. Its contents should be optimistic and inspiring. The main idea of some magazines is to help the man who is striving to better the work that he is doing, such as the trade and technical periodicals. Others are interested in civic and social reform, while others aim simply to print that which is cheerful and optimistic." No magazine in which sensual or indecent fiction appears is ever to be trusted. "A magazine ought to be the cleanest, safest thing published. Parents, for example, cannot always read over all of it before the children get it. It comes into the home twelve or fifty-two times in the year, entirely different each issue. It ought never to publish anything that any broad-minded parent would not wish her children to see." In expending public funds for periodicals certain things must be kept in mind. "Does the magazine inform, does it inspire, or does it refresh? The same questions involved in book purchases are met with in the purchase of periodicals and should be answered in the same way. Does the weekly give a true, faithful and unbiased account of the world's doings or is it tintured by editorial statements in the interests of the real owners of the magazine? One of the greatest illustrated weeklies of the country is directly owned and controlled by the greatest corporation of the country; and its editorial pages are used to convey to the public the corporation's side of the eternal controversy which is being waged between it and the public." Commercialism has crept into magazines as it has into everything else. Many magazines are controlled in their editorial policy by their advertisers. A change in ownership often means a change of editorial policy as was the case in the purchase of the World To-Day by the Cosmopolitan company.

Magazines for the small library. K. I. Macdonald. Wis. Lib. Bul. 4: 1-9. Ja. '08.

"In selecting magazines for a small public library two things must be borne in mind; the use of the magazine for current reading, and its value for reference when permanently bound. In a very small collection the current use of the magazine is of first consideration. As the collection grows, reference value is of increasing importance. The general literary magazines should therefore be chosen first, and afterwards those relating to special subjects. Local conditions must determine the choice of both general and special publications. As a rule it is better to buy a few good magazines than a large number of cheap ones." All copies of magazines except the current numbers should circulate. "As soon as funds permit the library should furnish duplicate copies of the most popular magazines for this purpose. The magazine gives as much pleasure as a late novel, and costs about a third of the price. . . . It is well to buy all periodicals thru one agent, and to have the subscriptions expire at the same time, preferably the first of January." An annotated list of fifty magazines based upon the notes of librarians is given by Miss MacDonald showing the twenty-two highest on the list as

Periodicals—Continued.

follows: Atlantic, Century, Charities, Collier's National Weekly, Educational Review, Garden Magazine, Harper's, International Studio, Ladies' Home Journal, Life, McClure's, Nation, North American Review, Outlook, Outlook, Review of Reviews, St. Nicholas, Scientific American, Scientific American Supplement, Scribner's, World's Work, Youth's Companion.

Magazines in a small library. F. Rathbone.
Pub. Lib. 14: 377-8. D. '09.

A very small library with little reading room space and short hours should gain the cooperation of citizens to make a start in magazine literature. The selection of magazines to subscribe for should be made to round out what is available from private sources. Back numbers should be freely circulated. If files of periodicals for the last ten years can be secured from the attics by gift, the Reader's guide to periodical literature, 1900-1905 should be purchased. Many files back of 1900 would require the abridged Poole. All gifts should be accepted. In subscribing for periodicals, the town and users of the library should be considered. There should be one magazine of needlework, a good mechanical magazine for boys, a scientific magazine for men, and some periodical which gives a resumé of current events. Do not subscribe for religious magazines, but accept them freely as gifts. A small town library would do well to spend less money for books and instead invest freely in periodicals and circulate them. It is better to have a short list of very good but popular magazines than a longer list of cheap ones. A periodical check list on Library bureau cards is a convenience when opening mail. The Gaylord brothers of Syracuse, N. Y. make good magazine covers for five and twelve cents each. Cover only such magazines as are used enough to become ragged. File the magazines on shelves six inches apart, backs to the outside. Alphabetic and subject lists of the magazines should be posted, and a monthly bulletin of interesting magazine articles is useful. If only one magazine can be bound, let it be Harper's monthly or the Century. Bind only as far back as use suggests. Use canvas, not leather for backs. Standard sized magazines can be bound satisfactorily for 65 cents a volume.

Making the most of a magazine subscription. Wis. Lib. Bul. 2: 48. My. '06.

"Few books come into a library . . . that the patrons enjoy as they do the current magazines. After the current number has served its time on the reading tables, there is no reason why it should not circulate for a month, and still be in excellent condition for binding. . . . There is no better way for a library to make the most of its resources than through its current magazines. . . . The numbers when circulating should be placed in temporary binders, fitted with a pocket and book card."

Making the most of magazines. A. W.
N. Y. Libraries. 2: 276-7. Jl. '11.

"1, Spend at least one-fifth of your book money on periodicals and their binding. Some large libraries, including the reference department of the New York public, spend as much as one-half their money on this item. . . . 2, Except for temporary use in the reading room, select only periodicals which are regularly indexed in one of the general periodical indexes. . . . 3, In making your selection, consider not only the quality of the periodicals chosen, but their variety and interest for all classes in the community. See that as many departments of human interest as possible are represented in your list. . . . 4, Provide your library with at least the annual number of one of the general periodical indexes. If you are taking from 20 to 25 periodicals, subscribe for the Eclectic library catalog. If you are regularly receiving more than 30 periodicals, subscribe for the Readers' guide to periodical liter-

ature. 5, Buy your periodicals through one of the well established periodical agencies, thus saving both trouble and money. . . . 6, Circulate your unbound periodicals as if they were books. If you have a reading room which is open every day or evening, reserve the latest issue of each periodical exclusively for use in the reading room, allowing only the numbers which have been followed by a later issue to circulate. . . . 7, As soon as they arrive, place your periodicals in some kind of temporary binder. . . . 8, Have regularly bound each year all your periodicals which are included in your general index. . . . 9, The value of the bound periodicals is mainly for reference. For this use they are about the most valuable material in the library, and should therefore not be allowed generally to circulate. But do not make any hard and fast rule to this effect."

Municipal periodical literature. C. R.
Woodruff. Lib. J. 36: 183-4. Ap. '11.

New combination affecting libraries; a magazine trust. Pub. Lib. 15: 59. F. '10.

New encyclopedia. P. P. Foster. Pub. Lib. 15: 236-7. Je. '10.

Nijhoff's index op de Nederlandsche periodieken van algemeenen inhoud. 1, no. 1. S. '09.

A monthly index to twenty-five Dutch periodicals. Articles are listed by author and subject.

Order among the magazines. I: C.
Schrote. Wis. Lib. Bul. 4: 14. Ja. '08.

An illustration of a magazine rack is given with instructions as to labels, etc.

Periodical clearing house and anti-trust law. Lib. J. 35: 26. Ja. '10.

Periodical indexes. N. Y. Libraries. 2: 39-40. O. '09.

Periodical purchase and exchange. N. M.
Russ. News Notes of Cal. Lib. 5: 369-70. Jl. '10.

"Each library should dispose of its magazines as seems most expedient for that community. Advantageous exchanges with neighboring libraries are not infrequently made, and it is thought advisable in the majority of transfers except when given outright that the basis of exchange be volume for volume, regardless of subscription price. Many libraries in our own county in disposing of their surplus have given abundantly to the aqueduct camps, the county poor farm, the pesthouse, and other institutions. In one library a certain number are retained for binding. Certain others, tho not bound, are filed for reference. A few are sold, after serving their time in the reading room. These are rather special publications, in that they are not apt to be consulted for reference and are not bound. Of the remaining magazines all for which there is any demand are circulated. What are then left are either cut up for the pictures, or given to individuals who have a special use for them. (In the Los Angeles Public Library, and probably many others, the school and juvenile departments use a great many in clipping for bulletins.) After a number of months there are still remaining in the library those which have been circulating. All those that can be used there are sent either to a branch or a deposit station. In this way as widespread a use of the magazines has been made as seems possible, and without any great expenditure of time, which, perhaps, should have gone into other work."

Periodical sets most used for reference.
N. Y. Libraries. 2: 175. O. '10.

Periodicals—Continued.

Periodicals for a small library; a list with prices. J: C. Dana. Pub. Lib. 11: 367. Jl. '06.

Periodicals; their value and use. (Leaflet no. 3.) T. 12p. pa. Iowa lib. com.

Preparation of magazines for the tables. R. L. Duménil. Lib. World. 10: 353-4. Mr. '08.

Prices of magazines. W: M. Hepburn. Lib. Occurrent. 2: 50-1. Mr. '09.

"List of forty-three popular magazines with the prices at which sets have been offered by reputable dealers within the last three years."

Progressive index to periodicals. H. A. Twort. Croydon Crank. 1: 31-2. Ap. '08.

A plea for libraries to make their own indexes to periodicals. "An index can easily be made by marking with the classification numbers the articles in all the magazines as they are received. The titles can then be typed or written onto slips in the catalog form, and the slips can be arranged in the same order as the classified catalog and placed on a large notice board at the entrance to the magazine room. This board should have a series of pockets into which the slips can be placed with the titles visible. It should be labelled 'Contents of the monthly magazines,' or 'An index to current periodicals' and should be in as prominent a position as possible. As the index is only to the 'Current magazines' the slips are removed from the board at the end of each month and the new slips substituted. The old slips as they accumulate can be arranged in classified order and kept as an index to the magazines until the new volume of the Periodical Index is published or as long as may be thought necessary. Many of the articles published in magazines are of considerable value and it may be desirable to preserve their titles in the general catalog. On the other hand the majority are of too ephemeral a character to warrant any reference further than a temporary entry. To distinguish articles of permanent value where a card catalog is in use, the titles can be entered on the ordinary catalog cards. Those of temporary value can be entered on slips. It is then easy to pick out the cards at the end of the year and insert them in the general catalog. The slips can be destroyed."

Reading room methods. J. L. Evans. Lib. World. 12: 373-8. Ap. '10.

Notes on this article are given under the heading Reading rooms.

Reference libraries for busy men. P. P. Foster. Ind. 67: 1125-8. N. 18, '09.

Notes on this article are given under the heading Clippings.

Registration of periodicals. M. J. Wrigley. Lib. World. 11: 33-4. Jl. '08.

The plan presented suggests a card catalog with separate files for the weeklies, monthlies and dailies, also for numbers which are not delivered promptly. "This card explains all that is necessary with reference to the periodical. There is the year, the title, when published, when due, by whom supplied, and its disposition." As each number is received it is checked off in the proper blank.

Report of committee on title-pages and indexes to periodicals. Lib. J. 31: C193-4. Ag. '06.

Report on the index to legal periodicals. A. L. A. Bul. 4: 754-6. S. '10.

Selection and preservation of agricultural periodicals. W: M. Hepburn. Lib. J. 35: 309-11. Jl. '10; Same. A. L. A. Bul. 4: 794-7. S. '10.

There are three groups of periodicals with which agricultural libraries should be supplied. The first and most important are the journals devoted to those sciences which underlie agriculture. This will include periodicals devoted to biology, geology, physics, and chemistry. Where the college of agriculture is in close co-operation with other departments of the university it may be enough that the journals in the libraries of those departments be made accessible to agricultural students. Such periodicals should, of course, be bound. The second group includes trade journals of the various industries associated with agriculture. Selection of these should be determined by local needs. Few of these journals are of permanent value and their binding may be an unwarranted expense. The third class comprises the many agricultural periodicals. It is difficult to set any valuation on these. Few of them are to be given a very high rank, yet their part in the agricultural development of the country is not small. It would seem that they should be preserved, and the agricultural library is the institution which should see to their preservation. Each agricultural college is asked to keep files of the publications of its own state. It is also desirable that there be some attempt made at appraisal so that a list of from 20 to 50 of the best of these journals might be made up for the guidance of small agricultural libraries.

Selection of periodicals. Lib. World. 9: 249-50. Ja. '07.

A select list of the best periodicals as made by the students in Mr. Brown's class on library organization at the London school of economics.

Selection of periodicals. W. K. Vine. Lib. World. 11: 483-4. Je. '09.

"It is time that many of our public libraries were overhauling their periodical lists and selecting better and higher-grade magazines than at present. . . . It is astonishing the amount of rubbishy periodical literature exhibited on the reading room tables of many libraries. Because anti-tobacco, anti-vivisection, anti-vaccination, and anti-everything else societies send their publications to the library, it follows in almost every case that they are accepted, places found for them on the tables, titles printed, covers ordered, often the magazines are bound (they are usually spotless for binding), and all simply because they are donations! The Library association would be doing a good work by publishing a list of periodicals undesirable or unsuitable for public libraries. This list would include all church and denominational papers, because if a library takes the Church of England magazines, it is reasonable to suppose that the Roman Catholic ones would be taken also, and all the other sects would want theirs exhibited."

Selection of periodicals for a public reading room. W. A. Briscoe. Lib. World. 12: 215-6. D. '09.

Substitute for binding periodicals. il. News Notes of Cal. Lib. 3: 280-1. Jl. '08.

When the library cannot afford to bind its periodicals, tie each volume with a tape or strong soft cord, passing it twice around, once near the top and once near the bottom. Then shelve the volume exactly as if bound. "Incomplete volumes which are needed for reference work may be tied in the same way and marked below the lower band to indicate missing numbers: e. g., Lacks Aug. 1906."

Periodicals—Continued.

Treatment of periodical publications. P. C. Bursill. Lib. Asst. 5: 98-100. My. '06.

Periodicals should be accessioned and the chief articles indexed. In binding the index should always be placed at the end of the volume. Where advertisement sheets form part of the pagination of the volume they should be retained in binding. Otherwise one must use discretion about retaining them.

Use of periodicals. N. Y. Libraries. 1: 121. Jl. '08.

"There is no other way in which you can buy so much good fresh literature for so little money. Single series of articles taken from periodicals and made into a book often sell for several times the cost of the whole periodical for a year. There is no other way in which a library can build up a collection of material for popular reference work so quickly and so cheaply."

Work of a periodical department. K. B. Judson. Pub. Lib. 15: 144-50. Ap. '10.

"Debate work is popular in the high schools here. We learned of the subjects most in use and for each we made, on cards, a complete reading list, 1901 to date, of all material in our available periodicals. Each article was given a separate card, at the bottom of which we noted salient points, such as whether it covered the affirmative or negative, whether general or specific, whether or not authoritative, so that a demand for a circulating magazine on a given side of a debate or on a specific phase of the subject could be readily answered. This took time, of course, but in the end it saved time in preventing unnecessary duplication of work and in the speed with which we could supply what was wanted. Being thoroly worked out, the record is permanent and needs only to be kept to date. Some 50 subjects have been worked up in this way, and typewritten lists of them sent to interested teachers, as well as posted on bulletin boards at the high school, in the circulation department and our own department at the library. We are prepared for the students and they know it. Girls especially appreciate this opportunity to borrow the magazines, as our rainy winter days are short and darkness comes early. We are still further prepared on this work by having taken from the shelves copies of periodicals covered by these reading lists, each one ticketed with subject and paging, such as "Bird preserves, p. 365," or Immigration, oriental, p. 279." Material on each of these 50 subjects is kept on the broad shelves under the charging desk. The shelves are also labeled. The ticketing of each magazine is done simply with a strip of flexible green cardboard, two by four inches, fastened on with paper clips to the cover and two or three advertising pages, nor are these slips often pulled off. Students seem to appreciate the advantage of being able to get, at a moment's notice, 20 or 30 articles, either for reference or circulation, on debate subjects, whether it be the government ownership of railroads, the city beautiful, or tariff revision, and they are courteous and careful. They also appreciate the advantage of taking two magazines on one card, since it gives them opposing points of view. Our ticketed files are kept as complete as possible by circulating the duplicates of those ticketed; if there are no duplicates, however, they may take the labeled copies. . . . A 'current topics' table, near the entrance to the room, is kept supplied with files of periodicals on any topic of current, popular interest. Alaska and the Pacific northwest are two subjects covered during the exposition. These are also labeled with the green slips, giving subject and page. Many readers are attracted by this table,—many, I think, of a class that would hardly take the time or trouble to have the subject looked up for them. . . . The head of the Eng-

lish department in our largest high school has quickly become interested in some new work with our periodicals which will be developed this fall. We suggested the use of magazine articles, by standard authors, in the 30 or 40 classes in English which are studying narration, description, exposition, criticism, and other forms of English composition. After being classified, typewritten lists will be posted on bulletin boards in the high school and in our periodical reading room. The effort, of course, is to put more life into the study of English. . . . We never undertake to strip our periodicals of advertising pages, or to do anything else to them. We use them exactly as they reach us. We find that for use in the department the advertising pages give them body enough to wear better and it protects the reading matter without other covering. For circulation, of course, we use covers. . . . For the sake of casual visitors, embarrassed by the number of unfamiliar periodicals around them and therefore unable to find anything they want, we compile each month a list of the more interesting articles in the popular magazines. This typewritten list, comprising 40 or more items, is posted on the bulletin board, labeled in letters an inch high, and serves its purpose well. A carbon copy is sent to the Y. M. C. A. and is posted by the educational director in their reading rooms, serving a like purpose there."

Photographic copying.

Photographic copying in libraries. J. Fretwell. Lib. J. 33: 223-4. Je. '08.

The article contains valuable information concerning the facsimile reproduction of texts by photography. Its advantages over the other methods are stated, also ways in which the expense of production may be lessened. The names of experts are given, with their prices, also the names of libraries which permit their treasures to be copied.

Photographs.

See also Pictures.

List of photograph dealers with index by countries and descriptive notes on collections of photographs in some Massachusetts libraries and museums. E. Abbot, comp. D. 23p. pa. 15c. '07. Miss Louisa M. Hooper, Public library, Brookline, Mass.

"Artistically and for purposes of study, photographs are so much better than the cheaper reproductions that it is worth while for libraries to take the necessary trouble to secure them; the usual sized silver prints 8 x 10 inches can be imported, duty free, at a cost of from ten to thirty-five cents each. The various photograph shops in this country carry only a limited number of subjects in the larger sizes and their prices are fixed to cover the duty and other expenses. A few of the larger European firms have branches in New York through which orders may be sent. . . . Descriptive and partially illustrated catalogs are issued by Braun and the German and Italian publishers. A charge is usually made for these unless they are sent with an order; most of the other foreign firms print only brief lists of the subjects issued. Dealers should be warned to pack photographs carefully and to send them flat, not rolled, by registered mail. If packages are addressed to the institution, without any personal name, there should be no difficulty in receiving them thru the post office. . . . Of the several forms of photographic reproduction the silver prints are cheapest and most practicable for a public library, altho they fade considerably in time. The permanent and expensive carbon prints are more attractive as reproductions of paintings; they are often, however, not so clear in detail or so satisfactory for purposes of study, and the surface is easily injured. The platinum prints, which have a gray finish, are

Photographs —Continued.

between the other two forms in price and are more permanent than silver prints; they represent values quite differently, being rather hard in outline. This applies more particularly to the German and Italian platinums, which are more satisfactory for architecture and sculpture than for painting. . . . The mounting of photographs is one of the greatest elements of expense in a collection. No (cheap cardboard or process of mounting will be permanent or keep flat; it is more satisfactory in the end to have the work done by an expert, and with the best materials. Small reproductions may be mounted in the library with satisfactory results by using a good mount, such as Collins' number one or extra number one, (Collins manufacturing co., Philadelphia,) and Mitchell's anti-cockling mounting solution, (1016 Cherry St., Philadelphia.) Apply the glue hot to the back of the print and allow it to dry, fifteen minutes to one half hour. (The bottle of glue may be kept in a kettle of water on a gas stove while it is being used.) Retouch the corners and lay the print on the mount, rubbing it slightly, and leave the prints in a heavy press for about forty-eight hours. Silver prints should be first soaked in a solution of one part glycerine and five parts water. The treatment must vary with the kind of print, some paper absorbs much more glue than others; the time necessary for drying also varies with the amount of moisture in the atmosphere."—Preface.

Local and county photographic surveys.

T. Duckworth. Lib. Assn. Rec. 7: 19-30. Ja. '05.

Photographic surveys in connection with public libraries. J: Warner. Lib. Asst. 6: 240-5. Ja. '09.

"In any collection of a large number of photographs some uniform method of mounting becomes of importance both from the point of view of storage and of preventing damage when the prints are handled during inspection. The method generally adopted is that of mounting each print in the center of a sheet of cartridge or stout brown, grey, or neutral tinted paper, the mounts of course being of a uniform size. . . . The material used for the mounts should be as free from acid as possible, and should be chemically tested with a view to this, especially where it is proposed to use brown paper for the purpose. The question of mounting the prints right down or of merely pasting down the edges is one that will depend upon the nature of the print, though I think the latter practice is usually adopted, more particularly on account of the danger of the paste setting up chemical action. . . . The title slip should be as compact as possible and small enough to be pasted in one corner of the front of the mount, so that particulars of the print can be seen without having to turn over to the back. All the particulars usually required—those of class number, accession number and date, subject, locality, size, process, date and time photographed, compass point, name and address of photographer and photographer's description, and librarian's catalog entry of the photograph—can be contained on a slip of the ordinary standard size catalog card if the spaces are carefully designed." The most satisfactory way of caring for the prints when mounted is to place them in boxes rather than albums, as they can then be arranged according to an exact classification. The best system of classification for photographs is Mr. Jast's which has been in use five years and has been found satisfactory. A classified catalog, briefly annotated and fully indexed, should be provided. "As a rule the photographic survey is available for use by the public, subject to the rules and regulations of the reference library, except so much of them as relates to copying. The copyright remains the property of the photographer from whom alone permission can be obtained to copy or reproduce the prints in any form. The general collection of prints,

of course, even in open access libraries should never be handled by the public who should always be asked to state definitely the particular photograph or section of photographs required."

Picture books.

Attractive picture books for children. M. E. Wheelock. Ia. Lib. Quar. 5: 194-5. Ja. '08.

A list of good picture books is given. Those that are not durable may, after they begin to break away, be cut up and pasted into scrap books. In some cases both the pictures and the text may be preserved. If the pictures are soiled they may be cleaned with art rubber.

Illustrations for children's books. A. T. Eaton. N. Y. Libraries. 2: 128-30. Jl. '10.

Picture books for children. C. W. Hunt. Outlook. 96: 739-45. N. 26, '10.

Picture books—good and bad. Mrs. W. B. Willard. Pub. Lib. 11: 562. D. '06.

The first essential is that there should be good material in the book for illustration. Next the drawings should be decorative, because the decorative treatment is the simplest and is not confusing. "The attempt at realism produces the worst form of picture book— . . . books badly drawn and badly colored. . . . To place before the child a complete reproduction of nature with all its intricate variations of tone, perspective, modeling and color, is only to confuse him and dull his artistic perceptions. It is like giving him calculus before he has studied arithmetic."

Word on picture books, good and bad. C. F. Gleason. Pub. Lib. 11: 171-5. Ap. '06.

Pictures are the beginning of the child's knowledge of literature. The "real introduction to rhyme should be Mother Goose, and every child should own a standard edition." Next to nursery rhymes come fairy tales. The next step is pictures of other children. Choose the better books. "Pictures should open up to children a realm of fancy which is lovely as their most innocent thoughts of it, and a world of reality which is interesting because it may sometimes 'come true' in their own experience." Miss Gleason recommends specifically some books and tells why others are not good.

Picture bulletins.

Anniversaries and holidays; references and suggestions for picture bulletins, ed. by M. E. Hazeltine. 116p. '09. Wisconsin Free library commission, Madison.

A revision and extension of material which has been published in the Wisconsin library bulletin. References are given to pictures, bibliographies, sketches and reading lists.

Bulletins for children. L. M. D. Trask. Lib. J. 31: 708-9. O. '06; Same. Vermont Lib. Com. Bul. 2: 6-7. D. '06.

Post bulletins where the attention of the children must be attracted to them and do not make them too elaborate or too finished. Post a list of questions with them and ask children to answer them. Encourage the children to find pictures suitable to illustrate certain subjects as for example flag day. Also ask the children to furnish both pictures and questions. Children are usually ready to cooperate.

How to make a picture bulletin. Ia. Lib. Q. 5: 52-3. O. '05.

Choice of subjects, materials to be used, aids to be consulted and the process to be followed are discussed.

Picture bulletins—Continued.

Making of picture bulletins for use in libraries and schools. Pub. Lib. 14: 237-8. Je. '09.

In a discussion of picture bulletins at a meeting of the New Jersey library association, it was maintained that picture bulletins on the walls, supplemented by poetry, brief descriptive matter and good reading lists have a distinct value. Subjects which are likely to be of permanent interest and which yield themselves to representation in pictures should be selected. Holidays and authors are popular types of subjects. The bulletin should look attractive and be readable, and whatever is offered as reading should be worth while. Exchange of picture bulletins among libraries was advocated. Further discussion brought out an opposing opinion from a librarian who said that "when she left the library school she was filled with enthusiasm for picture bulletins, but after a long series of experiments has come to the conclusion that their chief benefits are for those who make them, and not for those who see them.

Although efforts in this direction have met with more or less success, the interest never seemed equal to the time, labor and money spent in the preparation of bulletins. Much has been said that picture bulletins are useful or practical only in so far as they create a demand for certain books on holidays and other events equally well known. It is hardly necessary to create a demand, it usually exists in larger proportions than we are able to cope with. The difficulty is to find enough books to satisfy the demand."

Making picture bulletins. A. C. Moore. Wis. Lib. Bul. 2: 11. Ja. '06.

A picture bulletin should present a subject in such a way that people would want to think and read about it. The gift of seeing things in pictures is denied to some persons and they should not make bulletins. The subjects must become real, interesting and definite to the one who makes the bulletin, then he must find the right pictures and quotations, not always an easy thing to do. When so made, picture bulletins are of inestimable value.

Mounted pictures and picture bulletins. G. A. Child. Conn. Pub. Lib. Doc. No. 8: 50-1. 1901.

"The making of bulletins is another department . . . worth attention because thru the list of books we attach to them we hope to draw people to a wiser use of the library. You will probably have many pictures, small and large, which you will not mount, but will keep in large envelopes, labeled according to the subject of the contents, and arranged alphabetically. . . . From these you will draw for your bulletins. These we usually make and display on or before the birthday of some well-known character, or some holiday or anniversary of a historical event. For a bulletin of Longfellow, have in the center the best portrait you can find of him, group around this other portraits, his birthplace, his later homes, places connected with him, scenes from his poems, anything suggested by his life and work, taking care not to have too many pictures or too small ones. . . . The point of the bulletin is not in the number of pictures you can display, but in the definite idea you can present. To make the connection between the pictures and the books of the library, and to lead to the books, add a list of works on the subject of the bulletin. Do not make it so long that it will be confusing, but add a note or two to the titles, as 'Gives a good account of his home life,' or 'Interesting to children,' or 'Discriminating criticism and estimate of his works.'"

Picture bulletins. M. Durlin. il. Wis. Lib. Bul. 3: 57-9. Jl. '07.

Do not have picture bulletins unless you can have good ones. As subjects choose holidays, famous men, and women, historical events, etc.

Find good pictures and take time to arrange them well. Use a gray background for black and white pictures, and a heavy cardboard for those in colors. Be sure to have a good title, and make the lettering readable.

Picture bulletins practically applied—New York state library school. F. L. Rathbone. Lib. J. 32: 434. O. '07.

Pictures in the library. H. A. Wood. (In Birthdays, anniversaries and events. leaflet no. 4. p. 10-9. Iowa lib. com.)

Picture bulletins are "one of the most pleasing and helpful methods of library advertising." They may induce the aimless reader "to undertake a definite line of profitable work. . . . The picture bulletin should suggest the best in fiction as well as in other more serious lines. The pictures should always be accompanied with a list of books and magazine articles. . . . It is unwise, especially in a small library, to attempt more than one bulletin at a time. . . . The two prime requisites for making bulletins are ingenuity and good taste."

Screen bulletins in the State historical society's museum. C. E. Brown. Wis. Lib. Bul. 4: 89-90. S. '08.

The bulletins "take their name from the wooden burlap-covered screens, or bulletin boards, upon which they were mounted, and were employed in the museum halls to illustrate various subjects connected with the study of history and ethnology. Each bulletin consists of a carefully selected series of from 12 to 20 convenient-sized prints, drawings, photographs, or other illustrations. Each illustration bears a small printed text describing briefly its relation to the subject under treatment. The illustrations are neatly and compactly grouped about a central label conveying in concise and simple language the story of the exhibit. A list of the more important reference works and, when necessary, a small map accompanies the whole. Above the pictures the subject label, printed in type of such size as to enable the visitor to read it from a short distance, is placed. The illustrations and label are mounted upon small squares of cardboard and are fastened to the screen by means of small tacks. But little time is required to install the bulletin, and its removal is easily accomplished."

Suggestions for anniversary and holiday bulletins. Wis. Lib. Bul. 2: 86-90; 3: 3-8, 22-5, 46-8, 60-1, 76-9. D. '06, F.-S. '07.

"The purpose of a bulletin is twofold—to educate and to advertise. It educates both the librarian and the reader, in that it teaches the librarian the resources of her own books, trains her artistic sense and ingenuity, and shows her the value of small things, while the attention of the reader is called to many subjects hitherto neglected or overlooked. New books circulate without much advertising, but a seasonable or suggestive bulletin will bring into prominence books along new lines both for cursory reading and for study. Bulletins are usually considered an adjunct of the children's rooms, but a dignified presentation of a subject in bulletin form is equally valuable for adults."

Thanksgiving picture bulletins. il. News Notes of Cal. Lib. 1: 347-55. N. '06.

The article shows what has been done in a number of California libraries in the way of picture bulletins. Bakersfield says "As to expense, the picture itself was taken from the cover of a Thanksgiving number of the Youth's companion of a year or two ago. The leaves around the picture were cut from the cover of the Thanksgiving number of the Woman's home companion, also of an old date. The cardboard used for the background I bought at the local bindery for 3 cents per sheet; the lighter colored cardboard came from the same source, price 2 cents per sheet; so that the actual outlay of money was only 5 cents. The paste we used

Picture bulletins—Continued.

is called Steck-O; it is a powder and can be purchased in 25-cent packages. There is enough powder in one package to make four quarts of paste. All directions for making the paste come with each package. It is made by the Clark paper and manufacturing company, Rochester, N. Y. We find it very satisfactory." The Fresno library reports "We have been using the picture bulletins a comparatively short time, and these have nearly always been used to call attention to a certain group of books. At first, the picture alone seemed to attract, but now the children are beginning to read the books given in the reading list. A bulletin and reading list on sea stories has been more successful than any yet used. Our expenses are small, being principally for mounting-board or paper. We use a light-weight cardboard or mat paper and either library paste or Le Page's glue; the paste is more satisfactory. We find we can get a good grade of heavy paper in many colors, at one of our job printing offices, for 4 cents a sheet. This does quite as well as the higher-priced paper from a stationer. So far, we have used only such pictures as we have on hand, illustrations from magazines, magazine covers, etc."

Pictures.

See also Art department; Decoration of libraries; Photographs; Picture books; Picture bulletins.

Arrangement for illustrations in periodicals. W: R. Reinick. Pub. Lib. 15: 376-8. N. '10.

If magazines are not to cut, a card index to illustrations may be made, arranging by subject and placing several references on a card. As back numbers can usually be purchased at low rates the better method is to cut the illustrations out and arrange by subject in envelopes, on manila sheets or in scrap books. A library patronized by art students found it worth while to arrange the pictures by well known artists and illustrators under the artists name. By arranging in loose leaf scrap books it was possible to show an artist's development from his earliest youth to his prime. A subject index should accompany such an arrangement.

California library association picture list; comp. by the Committee on pictures for libraries. Anna McC. Beckley, chairman. O. 82p. 25c. (Ag.) '08. (For sale by Los Angeles public lib.)

"This is an excellent list, which should be useful and suggestive to many librarians. It records 500 well-known pictures, chosen as representative in the fields of architecture, sculpture and painting. They are classified in these three main divisions, then arranged by region, and period or school, with entries alphabetical under division heading—a scheme that is clear, well carried out, and should make the list extremely useful in systematic picture work with schools, clubs, or students. The picture entry gives specific subject, artist, date and location, and there are careful annotations based on good authorities. A good index is appended. Used in connection with the "List of photograph dealers" published in 1907 by the Massachusetts library club, this list should be of value to any small library in establishing or developing a good picture collection." H. E. H. Library Journal.

Cataloging of prints. F. Weitenkampf. Lib. J. 32: 408-9. S. '07.

Collections of illustrations in public libraries. H: A. Twort. Lib. Asst. 5: 195-6. D. '06.

"First and foremost a library should collect all illustrations bearing on the past and pres-

ent life of the locality. . . . Every library should endeavour to get in touch with the local photographic societies, so that, eventually, a systematic and complete photographic survey of the locality may be made. Paintings, drawings, picture postcards, illustrated advertisements, portraits, and prints from local magazines, should be collected, as they will all be of use to the local historian. . . . The collection of portraits is the next in importance to local illustrations. . . . There are illustrations in books which if indexed would be of greater use than they are at present. . . . To facilitate handling and for better preservation, all illustrations shall be mounted." The classification used for illustrations should be the same as that for books. "All illustrations are of course available for reference use, but they should also be available for study at home. . . . It is necessary to provide portfolios made of some strong cloth or buckram, and waterproof if possible, for readers to convey the illustrations to and from the library. These portfolios should bear a label giving conditions of the loan and any other rules necessitation."

How to care for pictures when not in use. Pub. Lib. 12: 51. F. '07.

"Mounted on regular sized sheets, they may be filed in cases or pamphlet boxes, but the unmounted ones are not always so easily disposed of. There are very large ones and very small ones, and they cannot be filed together. In our little library we have made large envelopes of manila paper, obtained at a grocery store, large enough to take the largest unmounted pictures we had; we have grouped our material under heads convenient to our use; e. g. one envelope is devoted to domestic animals, another to birds and fish, another to large portraits, one to pictures of countries and their inhabitants, another contains bulletin material on holidays, another on birthdays, etc. We also have a large number of small envelopes, saved from pamphlets received in the mail. These contain small pictures and are classified according to the decimal classification."

How to supply the library with pictures.

Mrs. Mutch. (p. 22-6 in Proceedings of the annual meeting of the Ontario library association, Toronto, Ap. 1907.)

Mrs. Mutch tells of different kinds of pictures, their prices and thru whom they may be purchased.

Lessons in library pictures for the children. L. H. Robertson. Greensboro, N. C., Daily Record. S. 4, '11; Same. Vacation visits to our public library, Greensboro, N. C., public lib.

Pictures tell their own story making their appeal thru "the eye, that most effective of all avenues to the inner consciousness."

Libraries and visual instruction. A. W. Abrams. N. Y. Libraries. 1: 235-6. Jl. '09.

"Visual instruction is a method of reaching the mind thru the eye." Pictures and graphic reproductions generally are the means used to promote this kind of instruction. The New York state education department has a division devoted to the collection and lending of means of visual instruction. These consist of wall pictures, lantern slides and hand photographs. This material is loaned to schools, libraries and study clubs. The wall pictures are suitably framed and are loaned for one year for a fee of fifty cents. Lantern slides on a wide range of subjects may be borrowed for two weeks at a nominal fee. Reading circles and study clubs find the collection of hand photographs especially useful.

Pictures—Continued.

Library pictures. M. Dewey. Pub. Lib. 11: 10-1. Ja. '06.

A library has come to mean "the central agency for disseminating information, innocent recreation, or, best of all inspiration among the people." If this can be done better by pictures than books, pictures should become a part of the library's equipment. The New York state library now owns 60,000 pictures.

Local prints. S. J. Parker. Lib. World. 10: 278-80. Ja. '08.

Notes on this article are given under the heading Local collections.

Modern American library economy as illustrated by the Newark, N. J. Free public library. Pt. 5, Sec. 3. The picture collection. J. C. Dana. O. 27p. il. pa. '11. Elm Tree Press.

Mounted pictures and picture bulletins. G. A. Child. Conn. Pub. Lib. Doc. No. 8: 47-52. 1901.

"A few ideas as to collecting, mounting, and classifying pictures and making bulletins may be of use to those who have not done this work. The best sources for material are the magazines and illustrated weeklies, Harper's weekly and Bazar, Ladies' home journal, Illustrated London news, and London graphic, but you will get many a treasure from illustrated book catalogs, prospectuses of books, guides and advertising matter issued by passenger departments of railroads and steamship companies and tourist agencies—a postal-card request will often bring you the latter. The Perry pictures, the Brown pictures, and the Syracuse blue prints can all be obtained for a cent each. If your library does not have plenty of duplicate copies of periodicals to cut up, as most libraries do not, ask thru your local newspapers for some of the magazines you know are accumulating in the attics of your town waiting for just such an opportunity to be used, and you will soon have all you can attend to. . . . This picture work must necessarily occupy a subordinate place, and be worked in at odd minutes, taken up as knitting work now and then. And why not use it as an opportunity to interest the schools in the library? You will want to look over the magazines yourself, marking with a cross the illustrations you wish saved, then ask several of the teachers if their scholars will cut them out. It could easily be made a delightful and suggestive task for them. They could also do the mounting for you. . . . You will find the following subjects the most useful; pictures by well-known artists, ancient and modern, you can hardly save too many in this line; pictures of people; of places; of buildings; animals, birds, and nature in general; historical subjects, especially those relating to local history; those showing characteristic costumes, particularly colonial; illustrations of knights, blacksmiths, millers, and miners for the kindergartners; scenes from Christ's life for Sunday-school teachers. Save any text which explains the picture, and paste it under it or on the back of the mount. . . . It is not worth while to spend much time or thought in classifying them. You will soon find thru the calls for them the most useful way in which to group them. In giving them out for circulation, issue practically any reasonable number on a card and merely count them, making a note of the number on the charging-slip. As subjects of interest arise, hang up these mounted pictures around the walls on a burlap screen, which you can have made inexpensively."

Notes on pictures for school rooms and the Bibliotheca paedagogica. J: C. Dana. Lib. J. 34: 15-6. Ja. '09.

Picture collections in small libraries. G. E. Salisbury. (Instructional department, no. 3.) 20p. pa. Wis. Free Lib. Com., Madison, Wis.

"Pictures may be cut from old periodicals, from railroad and steamship guides, advertisements, discarded picture books, books of travel, etc. They may also be purchased at a reasonable cost." Exercise care in the selection of pictures. Provide a generous supply of reproductions of masterpieces but select sparingly pictures of people.

Picture exchange for small libraries. M. Palmer. Neb. Lib. Bul. No. 3: 1-3. N. '06.

Co-operation is one method of solving the question of getting pictures to hang in the children's room. In Minnesota "the State library commission choose (without buying) several sets of pictures, which are submitted, unframed, to the library ready to buy. The committee furnishes all details in regard to suitable framing, prices, etc. Under their direction the set selected is framed. The State commission pays for a strong packing case lined with heavy canvas and cleated so that each picture fits snugly into its own compartment, in this way insuring safety in transportation; it also pays all freight charges for the exchange of pictures for the first year. The individual library pays for its set of pictures. . . . The attempt has been made to have the pictures in a set uniform in size, style of frame, and in the kind of prints used. The first two make for convenience in transportation. It is cheaper to make a packing case for a group of pictures of uniform size. . . . The little collections bought by the different libraries include:—Six of Jessie Wilcox Smith's pictures of children. They are Collier's artist proofs, warm with color and full of charm. The cost in frames was \$12 for the set. Six of W. L. Taylor's, illustrating Longfellow's Children's hour, Hanging of the crane. John Alden and Friscilla, Evangeline, Building of the ship, and Village blacksmith, were bought for \$27.50. These will be especially attractive in the study of Longfellow. They are printed in black and white and appeared in the Ladies' Home Journal originally. Six pictures, made up of unrelated subjects, make a third set purchased. Three are copies of old masters and three of modern artists of repute, and cost \$25. The fourth set is to be a 'Hero' set. The packing-cases furnished by the commission cost \$4.50."

Picture exhibitions. M. F. Carpenter. Wis. Lib. Bul. 7: 123-7. Jl. '11.

Notes on this article are given under the heading Exhibits in libraries.

Picture work in the New Rochelle public library. J. F. Brainerd. Pub. Lib. 11: 255-6. My. '06.

Pictures are collected, classified and loaned. Many of the collections are made with special reference to the schools and are loaned to teachers.

Pictures in libraries. A. M. Beckley. Cal. Lib. Assn. Handbook and proceedings. p. 54-7. '09.

"The library, through the picture collections and the art books, must emphasize what the schools are teaching. However intelligent and enthusiastic the teachers of drawing may be, it is possible to place a serious handicap on their work by a selection of pictures for schoolrooms and for the libraries over which they have no control. 'Pharaoh's horses,' 'Can't you talk?' 'A Madonna of the streets,' stare at you from the walls of unfortunately many of our schoolrooms, wretched portraits of Lincoln were disseminated during the centenary, pictures without the

Pictures—Continued.

slightest value beyond being faint images of the great President. Teachers who know nothing of the artistic value of pictures should be restrained in the selection of those that are to decorate their children's rooms; and librarians must know, especially if they are limited in their expenditure, what to select and why. If the teacher or librarian does not know why a picture is good or bad, he should consult seriously with those who do know before attempting to purchase."

Pictures in the children's room. S. M. Collman. *Children's Library*. Ohio State Lib. 2-4.

"A sunny room with the right light is not always at one's command, but a warm tint will transform a gloomy wall and the right picture will work wonders. A few large pictures are all the average room requires. Too many spoil the effect, and where the question of expense becomes a factor, let it rather be one good picture than three poor, cheap reproductions. In choosing the pictures care should be taken to avoid too popular or hackneyed subjects; leave Rosa Bonheur and Landseer, the Madonna of the chair and the Colosseum with the Perry pictures where they can do good work, but place something less familiar upon your walls." Subjects that are not easily understood by the children may be made familiar by telling their story, and their cultural value thus enhanced. "Architectural subjects, such as Gothic cathedrals, Greek temples or renaissance palaces, also offer unlimited possibilities, first for their beauty of line and mass, and then from the literary and historical side." Canterbury cathedral, King Arthur, Field of the cloth of gold (plaster relief), St. George and the dragon, by Raphael, Children playing the organ (plaster relief) by Luca della Robbia, Arch of Constantine, Dancing cherubs (plaster relief) by Donatello are among the subjects recommended. Picture frames might have removable backs allowing the substitution of fresh subjects. Libraries may join in a system of picture exchanges. Landscape, unless colored, loses its charm for children. A good series of colored lithographs may be had from Leubrie and Elkus, 18 East 14th Street, New York. Frames should be simple. Flat mouldings of a dark oak or dull ebony are suitable for photographs and colored pictures. Plaster reliefs may be secured from Caproni brothers, 1914 Washington Street, Boston. Good photographic reproductions are sold by D. Anderson, Via Salaria, Rome, A. W. Elson and co., 146 Oliver Street, Boston, Franz Haufstaengl, 114 Fifth Ave., New York and the Soule art publishing co., 190 Boylston Street, Boston. For work at home and at school there should be plenty of Perry and Cosmos prints, and Detroit publishing co. colored photographs.

Pictures in the Los Angeles public library. *News Notes of Cal. Lib.* 3: 24-5. Ja. '08.

"The picture department of the Los Angeles public library was created about 1897. It now contains about 8500 pictures, representing views, architecture and painting. The pictures are mounted on gray or brown mat-board, the finer finished pictures on a double mount. On this mount is written the artist's name, and the name and classification number of the picture. On the back is placed a library pocket and check with number of picture on it. On this check is written the name or card number of the borrower and the date. The number of pictures issued is not limited, but the time is one week. The pictures are not accessioned, but are entered in the shelf sheet, now being changed to cards. They are cataloged by artist, title of picture and subjects, and place where the picture is now found. The artist's card is the main card, and on it are made all entries, annotations, etc. Artist cards are filed under school, and a reference card is made from the artist to the school. . . . The

Dewey numbers 730 for sculpture and 759 for schools of painting are used, but the divisions under these numbers are purely arbitrary and are used with a view to the chronological position of the schools. . . . The artists are arranged alphabetically (Cutter numbers) under the schools. In regard to the classification of views and architectural subjects, the Dewey system has been adhered to, which is especially minute in the case of Architecture. . . . A catalog on the dictionary catalog plan is being prepared. The school cards are annotated—characteristics of the school, of the individual artist and of each picture are noted. Great care is exercised in the matter of subject headings and cross-references for pictures. . . . The case for filing is one that was designed and made by a local manufacturer of office fixtures. It consists of a series of drawers placed on rollers, each drawer with an inside hinged cover. When the drawers are pulled out they drop down, and the cover is lifted and used as a support for the pictures as they are turned over. When patrons wish to borrow photographs for private club or school work, they are not restricted in the number, unless others are pursuing the same line of study. The check is taken from the pocket, and the name or card number of the borrower is written thereon, the photographs are placed in portfolios, and the checks are filed in trays."

Plan of the picture work. *Pub. Lib.* 16: 212-3. My. '11.

An outline of the scheme used by the public library of the District of Columbia in the handling of pictures.

Prints made useful. F. Weitenkamp. *Lib. J.* 30: 920-1. D. '05.

"The first and main object of a collection of prints is to provide opportunity for the study of the masterpieces of engraving, etching and lithography. . . . But the print . . . [also] has its strong subject interest, which . . . can be brought out by proper indexing."

Public libraries and art education. M. J. Chase. *O. 21p.* pa. '10. Mabel J. Chase. Nutley, N. J.

Reading list on music and picture collections in libraries, with notes. *News Notes of Cal. Lib.* 3: 26-9. Ja. '08.

Use and care of pictures. A. Cunningham. *Normal Advance*. 11: 229-35. My. '06.

"Of late years the art study clubs, the civic leagues, etc., have been making large demands upon the libraries. Finally schools, from the kindergarten to the university, are learning to make every conceivable use of pictures. For a library to ignore the collection and care of pictures is well nigh an impossibility; certainly, no library can be called modern in the fullest sense of the term which fails to give attention to their collection and use." Pictures are educational in value. The modern scientific spirit of close observation prompts their use. They give vividness and reality to historical events and to manners and customs of all ages. "Many libraries now treat pictures much the same as books; accession, classify and catalog them." Pictures may be mounted on heavy manila paper or cardboard. Some libraries prefer the scrap book system however.

Use of pictures in a public library. M. A. Todd. *Minn. Pub. Lib. Com. Notes*. 3: 121-4. D. '11.

The picture collection of the library will be valuable first of all to the teachers and school children. Pictures of Lincoln will be wanted for Lincoln's birthday. The classes in American

Pictures—Continued.

history will want illustrative material. Pictures of countries whose customs differ widely from our own will be in demand. Classes in drawing, and craft workers will welcome suggestions for design. Club women will want much the same material as the schools with an additional demand for illustrations for art topics. The half tone prints of the Perry, the Brown and the Cosmos companies and of the Bureau of university travel can be obtained at a cent or two apiece. The best half tone reproductions of paintings are those in the Masters in art series of monographs. Missionary study clubs and Sunday school classes will make use of collections of Bible pictures. All of this material can be obtained at little cost for much of it can be cut from the pages of discarded magazines. Railway and steamship folders which contain illustrations as good as those in books of travel can be had for the asking. If the library is able to purchase prints, it is well to remember that they can be obtained cheaper abroad and that for a public institution they come duty free. Foreign post cards are also superior to our own and a picture post card collection is an addition to the library's picture resources. For mounting two sizes of boards are recommended: "an 8-ply brown Melton board, which comes in 22x28-inch sheets and cuts into four 11x14-inch mounts, and a 3-ply gray board, 24x30 inches, which cuts into nine 8x10-inch mounts. The right shade of soft brown harmonizes with the tone of a silver nitrate photograph so we use the brown boards for photographs and color prints and the gray for half-tones, of which our clipping collection is largely made up." A liquid mountant recommended is the following formula given by the Library of congress: "Melt white glue and add enough water to make rather thin; add 10 per cent glycerine and mix thoroughly; apply very lightly. This last is very important, for it is moistening the print that stretches and then makes it curl when dry." For trimming the margins a cutting machine will prove to be a time saving acquisition and will give far more satisfactory results than scissors or a knife. An elaborate or simple classification may be used for the picture collection; it will depend on the size and value of the collection. They may be classified by the system used in the library for books with the class numbers placed in one corner. Mr. Dana, however, holds that no arrangement is so good as an alphabetical one by subject.

Work with children. (p. 12. Annual report. 1907. St. Joseph, Mo., Free public library.)

The St. Joseph, Missouri, public library as an experiment purchased 1600 stereoscopic views, with holders, for the children's department. They "have been an endless source of pleasure and instruction to the children. Teachers and mothers came in such numbers that it was found necessary to rule that 'grown-ups' were not permitted use of the stereos when there were unserved applicants among the children. The views purchased were chosen with special reference to their value as aids in the study of geography, showing the people, their customs and industries, with interesting views in different countries."

Placards.

Copies of various catalog signs. Lib. Occurrent. 2: 12. O. '08.

Making signs. F. K. W. Drury. Lib. J. 33: 315. Ag. '08.

For ordinary use, the small black and white sign is best. Certain sizes of cardboard should be used, 7 x 11 and 11 x 14 inches being preferred as cardboard comes in sheets 22 x 28 inches. Rubber type markers should be used to make the letters, and special attention should be paid

to the amount of space between lines in order to give proper display. For mounting the signs, holders may be secured from firms supplying store fixtures. These are not expensive.

Personal assistance and signs in a library. Pub. Lib. 15: 373-5. N. '10.

The librarian of East Orange, New Jersey, has secured suggestions on the best means of assisting the public in the use of the library. The "New book case" so marked serves to attract newcomers who are not sure what they want; the information desk might be placed in sight of this new book case; the reference room should be in close contact with the delivery department—but sufficiently separated to make silence in that department unnecessary. There are two kinds of indexes; the classification of books and the card catalog of them. Of twenty libraries consulted only three recommended the posting of the classification; some libraries place in each card catalog drawer a card headed—"How to use a catalog." The Newark library places on top of its catalog case a framed floor plan showing location of books by classes. A framed notice on top of the catalog case could also point out other resources of the library reference room: periodical literature, pamphlets, pictures, documents etc. Restrictive signs are not recommended. "Signs are of value in inverse ratio to their frequency."

Some forms used in the reading-room of the British Museum. L. C. Wharton. Lib. Assn. Rec. 12: 396-403. Ag. '10.

Plans for libraries. See Buildings.

Popularizing the library. See Advertising the library; Libraries, Use of by the public; Workingmen and the library.

Postage on books. See Library post.

Postal dairy library.

Postal dairy library. Lib. J. 35: 265. Je. '10.

Postal service for libraries. See Library post.

Preservation of books. See Care and preservation of books.

Preservation of manuscripts. See Manuscripts.

Prices of books.

See also Book buying; Tariff.

Avoiding net prices. Pub. Lib. 16: 196-7. My. '11.

Books as merchandise. C. W. Andrews. Pub. Lib. 11: 241-4. My. '06.

The effect of age on books is usually wrongly estimated by the inexperienced. "Age alone gives value only to books printed within a generation from the invention of printing." Rarity seldom gives value to an intrinsically worthless book. The condition of a book is an important item affecting its price. The most important and likewise most elusive factor is the demand for a book. The best way to determine average prices is to study the record of book auctions. The following is only an approximate formula for determining prices. One "should allow for a depreciation of about 50 per cent on all purchases upon receipt; then for a slow depreciation, say of three or five per cent annually, this depreciation to continue indefinitely on the individual books, but to stop after a time on periodicals."

Prices of books—Continued.

Conference on net books. Lib. Assn. Rec. 9: 269-84. My. '07.

"The reasons why in our opinion public libraries should be treated on more liberal terms than ordinary private purchasers are: 1. That they are in effect wholesale buyers, for the rate-supported libraries alone expend among them upwards of £100,000 a year on new books, varying in separate amounts from £5,000 per annum downwards; 2. That their orders are easy to execute and often include many copies of one book; 3. That replacement orders frequently enable the stock of older books to be sold after the cessation of the general demand; 4. That in many instances it is the support of public libraries which makes the difference of profit and loss upon a publication; 5. That libraries are especially desirable customers as they entail no bad debts and do not sell off their new books; 6. That nearly all second-hand book-sellers already allow public libraries a discount of 10 per cent. from their catalogs."

Copyright protection does not cover price protection. Lib. J. 33: 230. Je. '08.

Net book prices from the library standpoint. Pub. Lib. 10: 292-4. Je. '05.

Net book question. Lib. World. 11: 91-2. S. '08.

Net book system. H. Barlow. Lib. World. 9: 397-402. My. '07.

The net price system was inaugurated because thru the practice of giving excessive discounts to the public the ordinary bookseller could not make a living profit out of his retail bookselling department. It was at the express wish of a large majority of booksellers that the net book system was established. The results show that authors and publishers as well as booksellers have been benefited by it. The public has not resented the action for it recognizes the expediency of a sound business principle, viz., the provision of a reasonable profit. In America the same thing has been done and with the same results. The American library association opposes the system tho libraries receive a discount of not more than 10 per cent on net books and 33.3 per cent on fiction. The English libraries do not enjoy this privilege.

Net fiction and the libraries. J. I. Wyer, jr. Publishers' Weekly. 79: 1104-5. Mr. 4, '11; Same. Lib. J. 36: 185-6. Ap. '11.

Net prices in Great Britain. Acad. 71: 51. Jl. 21; Same. Lib. J. 31: 674. S. '06.

Plan of the American publishers' association adopted at a meeting held Jan. 9, 1907. Lib. J. 32: 20. Ja. '07.

Prices of magazines. W. M. Hepburn. Lib. Occurrent. 2: 50-1. Mr. '09.

"Lists of forty-three popular magazines with the prices at which sets have been offered by reputable dealers within the past three years."

Principles and practice of bookbuying for libraries. I. E. Lord. Lib. J. 32: 5-8. Ja. '07.

A history of the agreement concerning book prices entered into by the American publishers' association and the American booksellers' association.

Publishers and public libraries: a comment on the "book war." W. C. B. Sayers. Lib. Asst. 5: 187-8. N. '06.

Report of committee on book-buying, 1908. A. L. A. Bul. 2: 183-90. S. '08.

Sale prices of incunabula, 1904. Library, n.s. 6: 173-83. Ap. '05.

Printed catalog cards. See Catalog cards, Printed; Library of congress catalog cards.

Printed forms.

Printed forms for libraries. F. B. Graves. Pub. Lib. 10: 218-20. My. '05.

"The purpose of this paper is to set forth essentials in printed forms, rules and regulations best adapted to small libraries."

Printing.

See also Books, Making of.

Author and printer; a guide for authors, editors, printers, correctors of the press, compositors and typists; with full list of abbreviations; an attempt to codify the best typographical practices of the day. 2d ed. F. H. Collins. O. *\$2. Oxford.

Book of specimens. Stanhope press. O. 16+452p. il. pl. por. maps. facsim. 3/4 mor. \$7.50. '05. F. H. Gilson co., Boston.

Cataloging of early printing in the United States prior to 1800. F. Neumann. Lib. J. 31: 669-71. S. '06.

Gutenberg, Fust, Schoeffer, and the invention of printing. A. W. Pollard. Library. n.s. 8: 69-99. Ja. '07.

Harvard University course in printing. J. C. Dana. Graphic Arts. Mr. '11; Same. National Printer-Journalist. 29: 262-3. Ap. '11.

The art of printing and the printed page have not yet taken the commanding place they will ultimately occupy. To justify this prophecy one need but group together a few familiar facts and call attention to their cumulative evidence. We are accustomed to think of the present age as the age of print; whereas, in the light of recent developments in printing processes, of certain facts in education and in the psychology of reading, of the peculiar character of print as a stimulus to its consumption, it is evident that the age of print is yet to come. Reading is against nature. Man seems to have come to his present physical and mental development several thousand years ago, when the factors which had theretofore continuously operated to improve him in these respects ceased to act. When nature thus withdrew from him the influence which had long been acting to give him a better physique and a better brain, she left him with glottis and ears well adapted for speaking and hearing and with brain centers well developed and well arranged for understanding spoken words. The eyes had been used but little, and by very few, for seeing the visual symbols of speech, and the brain had not developed an arrangement for either the direct apprehension of written speech symbols or for transferring the impression of those written symbols to the center for comprehension of speech.

What was true of man, in relation to speech and writing, when nature withdrew her stimuli to growth and development ages ago, was almost, if not quite, as true of him when printing was invented in the fifteenth century. A few had written speech symbols and a few more had read them; but most of mankind had had

Printing—Continued.

no opportunity to read. What man lacked in Gutenberg's day, this mental equipment for reading, man lacks still. The learner pronounces the words he sees, thus changing the visual to auditory symbols even as they enter the mind. Later, as he learns to read more readily, he moves his lips and mumbles the words to the same end; and always, no matter how skilled a reader one may become, he almost always mumbles in his mind the words he sees before he comprehends them. To cut short this mental process; to compel the brain, not by nature apt for the task, to transmute quickly visual word symbols into auditory ones; to reduce to a minimum the amount and intensity of the mental mumbling process, this is very difficult; yet all who would become rapid readers must accomplish it.

Printing, by its prodigious development in recent years, is making the process easier for each new generation. It is not giving to each new generation a brain better fitted for reading than was that of the previous one; but it is, out of its marvelous abundance, so multiplying the opportunities for reading, and, one may well say, the necessity for reading, that each year finds the young reading more, reading earlier, and reading more readily, and finds the elders daily adding to their reading skill.

Print assails the eye at every hand. Even the package of sugar, once taken home from the grocer's in a paper of meaningless drab, now carries a message to every eye. As with sugar, so with countless other things. All with one accord teach the art of reading. Life today teems with print. The penny daily is the world's primer and first reader, if the grocer's package and the wayside poster are not entitled to be so called.

The habit of reading and skill in reading thus fostered by printing seem to grow in geometrical ratio. The habit becomes more persistent; the skill becomes almost automatic in its perfection; more print is poured forth; more persons each day read it more readily, and more each day demand that more words be printed. The teacher, print, is thus itself the thing which its lessons incite its pupils to desire. As nothing in the world's history is quite like print in its effect on man, so nothing in the world's history is quite like the marvelous processes whereby print continuously fosters the consumption of its very self.

I have dwelt thus at length on these facts because they seem at once to demonstrate my opening statement that the amount of print, which man will in due course consume, will be great beyond all present comprehension—if the print can be supplied. And this brings us to the printer.

The growth of his annual product in recent years shows that he has scarcely begun to develop the possibilities of his output.

Of newspapers and journals we now absorb, in this country alone, not less than 13,000,000,000 copies every year, six times as many as we absorbed thirty years ago. The production has risen by leaps and bounds. Most of the more important of improvements in the printing process have been made within fifteen years. Advertising printing is almost a child of yesterday, yet now amounts, in newspapers and journals alone, to \$200,000,000 yearly. Among our great manufacturing industries printing stands seventh, and in the last five years has had a greater ratio of growth than any other. Print finds a thousand uses now to a score a few years ago. The printed transfer slips for trolley lines now issued by millions; telephone directories, now printed in thousands of tons; millions of cartons used in the retail distribution of a thousand familiar articles, all these have come to the printing press almost within a day. They are all printed; they all invite reading; and they all help to make more and better readers and thus all help to create a demand for more printing still.

And now, with all this astounding growth in printing in recent years, what of the printer himself?

In the early days the mystery of the craft, its marvelous effects and the religious sanction it

took from the monastic copyists to whose work it succeeded, all tended to give the printer a high and commanding position. He often took his work and himself very seriously; gave freely of time and thought to his productions; respected himself and his calling and was respected by the learned world. But the art naturally soon became thoroughly commercialized, lost its mystery, reverence ceased to be paid to it, and quantity rather than quality of output was sought by both producer and consumer.

In the last three centuries a few men, and a few only, have distinguished themselves by giving whole-souled devotion to printing; by bringing to it a high and well trained intellect and by producing careful, honest and distinctive work. The vast majority have been content simply to print. The reading public has meanwhile asked for little of the printer save that his products be legible. This indifference of the printer and the reader does not, perhaps, fully explain the crafts decline; indeed, we seem to lack adequate reasons for the development of that indifference. But, whatever the explanation, this fact remains, that for several hundred years the most important of all the arts; the one which alone seems distinctly to differentiate our civilization from that of any other age; the one which is doing more to modify human life than any other; the one which at once both preserves and distributes the results of all research, exploration, experiment and thought; the one which more efficiently promotes learning, wisdom and all the fine and applied arts than any other,—this fact remains, that this craft has not received either from those who follow it or from those who use its products, the esteem, respect and attention which are its due.

While commerce, banking, railroad building, architecture, the fine arts, engineering, medicine, law, government, as well as carpentry, plumbing and a score of other professions and callings have been made subjects of study in schools or colleges or universities or institutes of technology; have been discussed as subjects of study in scores of volumes and have been handled in scores of educational text-books—while all this has been done for almost all other trades, crafts, arts and sciences, printing, which is the foster-mother of them all, has received no such recognition.

I do not attempt to explain this remarkable situation. That task must be left to the psychologist and the historian. And I do not wish to imply that I hear from printers themselves any complaint about neglect, disrespect or failure to appreciate their importance and their difficulties. I am simply stating the fact that no great university, indeed no school of note of any character whatever, had, up to the year 1910, in this country at least, ever considered printing as a subject worthy of a place in its course of studies.

The fact is astonishing. I believe it will seem more astonishing still, when viewed in the prospective of a dozen years.

Harvard University has maintained for nearly three years a graduate school of business administration, with a two-year course, which undertakes to give specialized instruction leading up to a business career. It thus recognizes the claim of modern business to be regarded as a profession, equally with the applied sciences, medicine, law or divinity. The two years of graduate study, based upon the preliminary college course, comprise a series of new courses in general subjects, commercial law, economic resources, and industrial organization, followed by the more specialized courses leading directly to the business for which the student is fitting. The school is designed for those aiming to fit themselves for ultimate attainment of posts of responsibility and leadership in the business world. There is no expectation of turning out captains of industry ready-made. Graduates must of course begin at the bottom of the ladder.

To the specialized courses for the second year of this school, Harvard has this year, 1910-11, added a course in printing. Of this course one special series of lectures is being given, under the heading, "An Introduction to the Technique of Printing," by a group of printers, manu-

Printing—Continued.

facturers of printing presses, makers of printing inks and makers of paper, and by specialists in these and allied lines of industry.

This course, opened by an introductory lecture on January 30, 1911, may be said to mark an epoch in the history of printing. From it we may hope to see a notable change for the better in the attitude of the printer toward his calling and in the attitude of the public toward the printer. Perhaps one may more properly say that it indicates that the change is already under way. No remarkable results are looked for in the near future. The number of students is small. The project is laid on new lines, in a field never yet pedagogically explored. Advance will be made by slow and cautious steps, in the hope that after a few years of careful experiments and close observation a tentative outline for education, in so much of printing's technique as a future master of shop-workers may need for his primary equipment, may be safely promulgated. All this is in accordance with the best traditions of education and of Harvard itself.

This first course, introductory to the technique of printing, is not a course in technique itself, though those who take it will be given opportunities to learn something of actual printing under the best modern conditions. It opens up the subject; it does not attempt to expound it save in outline.

Briefly it is as follows:—

Introductory Lecture—John Cotton Dana.

The Preparation of the Manuscript—E. Byrne Hackett (two lectures).

Type and Composition—D. Berkeley Updike (two lectures).

Paper—

William H. Wheelwright (four lectures).

Arthur D. Little (two lectures).

Printing Ink—James A. Ullman (two lectures).

Reproducing Processes—

A. W. Elson (two lectures).

William C. Huebner (one lecture).

Printing Machinery—

Herbert L. Baker (two lectures).

Henry L. Bullen (two lectures).

A. F. MacKay (two lectures).

Printing Office Construction—

Henry Lewis Johnson.

Walter S. Timmis (two lectures).

Printing Office Management—J. Horace McFarland (three lectures).

Commercial Bookbinding—H. M. Pilbinton and A. E. Barter (three lectures).

Distribution—C. Chester Lane (three lectures). The auspices of this, the first university course in printing in the world's history, the first introduction of typography to the noble company of the humanities, since those days of the fifteenth and sixteenth centuries when the humanities presided so wisely over her earliest years—the auspices of this event are most favorable. Harvard has conferred a certain dignity upon the typographer; the typographer, we may well believe, will not only offer proper homage to the university which has thus honored him; but will also bring in his turn new honors to the university.

It should be noted that the existence of this first university course in printing is in part due to a group of men, calling themselves "The Society of printers," who have for several years been quietly and studiously at work at a two-fold task, first, that of strengthening their own powers as craftsmen through study and conference and, next, that of adding by precept and example to the dignity and effectiveness of their calling.

Library association examination syllabus: practical bibliography. H: A. Sharp, comp. Lib. World. 13: 327-36. My. '11.

Library printing. J: C. Dana. il. Printing Art. 6: 284-90. Ja. '06.

A great revival of interest in printing has taken place in recent years, in which librarians have had a share. They can do much to further this good work by furnishing specific examples of good printing. Library printing is of much

more consequence than serving merely as a vehicle of information. "We look upon print so much that we could get from it much training in the appreciation and enjoyment of good design if the fundamental principles of good form were more often considered in it. Librarians are guardians of books and good printing. They should try to have all the print they issue, from the simplest blank to the most elaborate catalogue, so excellent of its kind that it will help by example to train all who see it in the appreciation of good design. Therefore printing should be a personal study for all librarians and they should endeavor to put the result of their study into practice. . . . If the librarian realizes that he is exerting an influence for education in printing every time he puts out an example of it, and if he realizes that of all the arts that of printing is the one which most immediately concerns him and the one which he as a guardian of print, is obligated chiefly to sustain, he will not only study printing, but will insist on making it good and will pay the price which it costs." Excellent exhibits of the more common library forms accompany the article which is in its own typography a model of printing.

Library printing. J: C. Dana. Pub. Lib. 13: 35-7. F. '08.

"Those who support a library are entitled to get from it printed information, which makes it seem easier and better worth while to use it, and they may rightly demand that such printed information be presented with good taste. . . . Many catalogs indulge in several kinds and sizes of type. Each kind means something to the pedantic compiler; but only adds confusion to the average reader." Book lists should be set plainly and simply. There is seldom need for black-face type, italics or hanging indentations. "To select the best type of all possible ones and to arrange the chosen type in the best of all possible ways. . . . is a most difficult art. It is so difficult, and the result—fine printing—is so rarely appreciated that few will pay for it. Consequently, few print shops can afford to pay for the time, skill and fine taste necessary to produce it. Consequently, again, if a librarian wishes good printing he must supervise its composition to its last detail and pay for the extra labor his supervision entails. This means that he must know something of both the craft and the art."

Modern book. O. E. Clarke. Lib. Asst. 7: 266-70. D. '10.

A brief discussion of printing presses, type and decoration.

Preparing manuscript for the press. L: N. Wilson. Clark. Univ. Lib. Pub. 1: 119-30. Ja. '05.

Contains directions on preparing manuscript, and on proof reading. Discusses type setting machines, and agreements with publishers.

Present situation as to the origin of printing. A. S. Root. Bibliog. Soc. of Am. Papers. 5: 9-21. '10.

Protestant press in the reign of Queen Mary. Library, 3d ser. 1: 54-72. Ja. '10.

Typographic collection of the Grolier club and its classification. R. S. Granniss. Lib. J. 36: 501-4. O. '11.

Prints. See Pictures.

Prison libraries.

See also State institution libraries.

Libraries in penal institutions of New York state. Lib. J. 36: 635-7. D. '11.

"Without any question whatever, the prison libraries need drastic changes in organization,

Prison libraries—Continued.

in their collections and in their personal administration. Like the prison schools, they should be in the charge of persons with special skill and training, for their work should be made positive and direct agencies for the education and uplift of the prison population. Nowhere has the library such an opportunity for demonstrating its power in making better and more efficient men and women than in the prisons; nowhere else is the need of it quite so great, and nowhere else is this great agency for human uplift managed and organized in such an inefficient and helpless way." In the reports, however, from different prisons, there are encouraging signs of an awakening interest on the part of those in authority. A careful effort is being made, according to the report of the chaplain, to improve the quality of the books in the Sing Sing prison library. "This is being attempted by a careful process of selection and elimination. New books are selected with this end in view. When books are worn out and unfit for use they are not replaced with new ones unless they belong to the better class." About seventy percent of the books read were fiction but it is to be expected that the men would read largely for recreation. "There seems, however, to be a growing appreciation of the privileges of the library for the acquisition of useful knowledge and mental development." Other reports are not so encouraging and in a number of institutions, notably the reformatories for women, there is an unfortunate lack of library equipment. Two recommendations previously made by the committee on prison libraries were that a buying list of books for prison libraries be prepared, and that city and village libraries be encouraged to extend their facilities to the local jails and penitentiaries. The first is now being met by the league of library commissions. Miss Carey of the Minnesota commission is now at work on such a list. "Just how much has been done in the direction of our second recommendation we are unable to report, but we know of several city libraries which are attempting extension work in this line. Books used for this purpose are usually those which are about to be discarded because of wear, and which without loss to other readers may thus render a final service to the community. We see no reason why every public library where there is a jail or penitentiary should not provide healthful reading to the peculiarly needy inmates of these institutions. Every argument for a prison library is an argument for a good supply of books in the jails and every library has worn out books which it can put to a good final use in this way."

Prison libraries. G. Riem. *Bibliothekar*. 1: 30-1. J1. '09.

Prison inmates as librarians. F: C. Hicks. N. Y. Times. Saturday R. 14: 645. O. 23, '09.

An argument against the appointing of prison inmates as librarians of prison libraries. "Educated criminals who have made a failure of their lives might better be employed with their hands. Their reading, as well as that of their enforced confrères might better be directed by properly chosen civilian librarians."

Report of committee on libraries for federal prisons, 1910. C. Hadley. A. L. A. Bul. 4: 734-8. S. '10.

Report of committee on libraries in federal prisons, 1911. A. L. A. Bul. 5: 206-10. J1. '11.

Use of books in prisons. A. C. Hill. Lib. J. 34: 431-3. O. '09.

"Reading must be the chief reliance in all efforts to increase the knowledge, correct the reasoning and improve the conduct of men

segregated from society. . . . Reading should be judiciously but unsparingly restricted. . . . It is specially important that men whose mental and moral qualities are diseased and distorted should read books pathologically sound and health giving. . . . Reading should be carefully supervised." The prisons of New York State maintain schools for illiterate inmates, and the reading of these pupils is carefully planned and selected from the school library. Special lines of reading are devised to meet special needs. Civilian librarians, specially fitted for the work, should be employed in prison libraries.

Private libraries.

Book list for a small library. E: Prime-Stevenson. Ind. 71: 1328-31. D. 14, '11. Notes on this article are given under the heading Book selection.

Forming private libraries. Nation. 93: 571-2. D. 14, '11.

In a library corner. A. H. Joline. (In At the library table. p. 44-66)

Library of autographed books. H. R. Galt. il. World's Work. 19: 12838-45. Ap. '10.

Library of Jean Chapelain and its catalogue. C. Searles. il. Bibliog. Soc. of Am. Papers. 5: 23-44. '10.

Library of Richard Smith; 17th century. E. G. Duff. Library, n. s. 8: 113-33. Ap. '07.

Private libraries of Rome. Lib. J. 32: 412-3. S. '07.

Stack-rooms in private houses. Ind. 67: 1158-9. N. 18, '09.

A large closet may be utilized for an arrangement of reserve shelving.

Professional men and the library. See Libraries, Use of by the public.

Proprietary libraries.

Proprietary libraries and public libraries. L. Swift. Lib. J. 31: C272-4. Ag. '06.

Proprietary library in relation to the public library movement. W. I. Fletcher. Lib. J. 31: C268-72. Ag. '06.

A history of the proprietary library movement and discussion of the advantages to be gained by the patrons of the semi-public library.

Proprietary library's excuse for being. A. H. Stone. Lib. J. 31: C274-5. Ag. '06.

"For people reasonably prosperous, refined and cultivated there is room for and need of something less crowded, restricted and business like than the public library, if there is to be preserved among us the real art of reading."

Public documents.

See also Archives; State documents.

Advantageous use of public documents in a small library. A. A. MacDonald. Lib. J. 35: 503-5. N. '10.

The problem presented to the librarian of the small library is how and what to choose from the hundreds of publications issued every year. "Do not attempt to get all, unless you have plenty of storage room and the demands made upon the library warrant it. But choose the

Public documents—Continued.

various titles as other books are chosen, getting what your special community could use to advantage." The most complete list for checking is the Monthly catalog of public documents issued by the Superintendent of documents. Lists on special subjects as food and diet, water purification, forest service, dairy industry, etc., may be secured from the superintendent of documents upon request. The A. L. A. Book-list now gives some of the popular general documents, and the Readers' Guide Abridged, published by the H. W. Wilson Company also offers a check list. In cataloging, documents should be treated as individual books, giving the subject the important entry. Much valuable material is often passed by unnoticed because the real title is never emphasized on cover or title page. The writer has found it worth while to paste a label giving the interesting title on the cover, and to insert a hand made title page in front of the real one.

Agricultural bulletins: their indexing and their use. J. F. Daniels. Lib. J. 30: 930-1. D. '05.

Author headings for United States public documents; a defense. W. L. Post. Lib. J. 33: 227-8. Je. '08.

Author headings for United States public documents as used in the official catalog of the Superintendent of documents. 2d ed. O. 32p. '07. Supt. of doc.

Bibliography of the official publications of the Confederate States of America. H. H. Morrison. Bibliog. Soc. of Am. Proc. and papers. 3: 92-132. '08.

Building up a document department. A. R. Hasse. Lib. J. 31: 661-5. S. '06; Same. Pub. Lib. 12: 48-51 F. '07.

A record of building up the public document collection of the New York public library. The official catalog of 431,520 cards contains both author and subject entries. The author entries are made according to the inverted entry plan which "has proved itself to be simple, sane and natural, for permanent bodies, in the large majority of cases, but awkward and unsatisfactory for temporary or special bodies in the majority of cases." In the case of serials, tabulated cards are used which "provide a space for every addition to the series, spaces for additions not in the library being left blank. When the volumes of a series have any bibliographical value a card is made for each volume and it may then happen that there are 20, 30 or more cards for a series." In the case of state serials a tabulated card is used which shows "in what volume of the collected documents any volume of a series may be found. . . . The subject catalog contains no scientific or historical matter. It duplicates the public catalog only where public economics is concerned and was intended to show primarily the serials which governments issued illustrating their own activity, rather than to show what the library contained on a given subject." Recently an arrangement has been constructed by which "the independent governments are arranged alphabetically. Each is followed first by the local political jurisdictions, then by the municipalities, then by the extraterritorial jurisdictions." The arrangement under each country conforms to the political changes of that country. "Thus in France the documents published by the *assemblée nationale* and the ministries of the third republic are preceded by those of the *corps législatif* and the ministries of the second empire, these again by those of the *as-*

semblée nationale and the ministries of the second republic, and so on until the national constitutional assembly of 1789 is reached. From here on backward in point of date the arrangement is by regnal periods." Instead of putting single treaties under all contracting parties as author the general heading international law is used. Under international law the classification is up to date "confined to treaties, collected, regional sub-arrangement; treaties, single, chronological sub-arrangement, and arbitration tribunals, chronological sub-arrangement, by date of treaty, authorizing tribunal. . . . As soon as the catalog was in fair working order, a careful canvass of it was made and a general alarm, so to speak, was sent out to state and federal bodies whose files had been allowed to lapse. . . . No record of any title, which, for one reason or another, is not in the library, is ever destroyed. It is retained in its proper place in the catalog, easily identifiable, and serves two purposes, viz., that of keeping me informed of weak places in the collection and of acting as a sort of reserve order list." City documents of all American cities having upward of 25,000 population are collected and European cities of the same rank are also asked for material. "We soon learned that, unless appeals were periodically renewed, files would regularly lapse. To facilitate this renewal we opened what we term a date record, a record showing the date on which each recurring report of the series falls due, somewhat on the plan of a borrowers' record in a public library."

Centralization a needed reform in public document distribution. W: L. Post. Lib. J. 34: 43-8. F. '09; Same cond. Pub. Lib. 14: 49-51. F. '09.

The Documents office defines a public document as: "Any publication printed at government expense or published by authority of congress or any government publishing office, or of which an edition has been bought by congress or any government office for division among members of congress or distribution to government officials or the public." Duplication in present methods of distribution is deplored. Effort is being made to interest and instruct libraries as to the nature and value of documents, by means of catalogs, price lists, leaflets, etc. Centralized distribution is advocated. "Distribution by sale is the most logical, economical, and profitable form which can be devised for placing publications where they will be of the greatest service." Five ways of disposing of public documents are: "By free sending to libraries, which method should be supervised and supported; by library exchanges, which, to be beneficial, should be encouraged by the elimination of red tape and antiquated methods; by sales as waste paper, which provides a means of disposing of obsolete books, or accumulations resulting from over-printing; and last, but not least, by gratuitous distribution, which is pernicious and should be completely abandoned, except to institutions of learning, libraries, and collaborators. These are the present methods as they should be conducted."

Classifying and cataloging public documents. W: R. Reinick. Pub. Lib. 11: 51-3. F. '06.

Concerning publications of U. S. Department of agriculture. Pub. Lib. 11: 106. Mr. '06.

Leaflets issued without serial numbers by the Department of agriculture are not considered as publications by that department. They are printed for use in correspondence and should not be distributed to, or listed by libraries says Jos. A. Arnold, acting editor and chief of the division of publication, Department of agriculture.

Public documents—Continued.

Congressional bills and reports in libraries. W. Austen. A. L. A. Bul. 1: 153-6. Jl. '07.

Congressional bills and resolutions are at present sent only to the Library of Congress, and the John Crerar and the New York public libraries. They may be had on application to Washington however. The paper discusses plans by which libraries which would make use of public bills might obtain them.

Distribution of government publications and documents. H. Tapley-Soper. Lib. Assn. Rec. 13: 373-83. N. '11.

In Great Britain government documents are divided into two classes. Class 1, Publications available for free distribution to public libraries, and Class 2, Publications not available for presentation to public libraries. Class 1 includes what are known as Lords' papers, Commons' papers, and Diplomatic and consular reports, and with a few exceptions these can be obtained free on application. Class 2 is divided into twenty sections, the most important from our point of view being Section F, 'Record office works,' which includes the 'Calendars of state papers,' 'The Chronicles and memorials of Great Britain and Ireland,' and similar publications. Other departments issue reports, catalogs, etc., and act as their own distributors. 'Regarding the publications distributed or sold by the Stationery office, it is difficult to discover what system, if any, is followed in the allocation of publications to the 'Free' and 'Non-free' lists, and it occasionally happens that applications for publications mentioned on the free lists are met with the reply 'not available.' The method of distribution seems due to "the inability of the available storage space of the Stationery office to accommodate the stock in hand any longer; and in order to overcome the trouble a grant is made to public libraries. A more haphazard and unintelligent method it is difficult to conceive. The convenience of the public or the demands of public libraries do not apparently enter into the calculations of the authority. Consequently you will find that libraries which have participated in these grants, but which are not in a position to fill in blanks by purchase, contain many odd volumes without any hope of ever being able to complete the series." The Record publications are the "very foundation of our history, both national and local. . . . Without them original research is an impossibility, and yet many of our principal public libraries are unable to secure them. In my opinion they are as essential to a library as dictionaries or chairs and tables. That the Public record office authorities hold a large surplus stock of these publications is proved by the distributions which have from time to time taken place, but they will not part with them until the want of space compels them to do so. . . . I think that we may take for granted that the authorities are sympathetic towards our claims, but that the trouble is that the grant made by the Exchequer is not sufficient to do more than is at present accomplished. The obvious remedy is to agitate for the grant to be increased. . . . The purchase of government publications by public libraries through agents under the present system is a monstrous imposition on the tax-payer, for he is actually paying for these goods twice over—once through the exchequer grant for the printing and distribution of these records, and secondly through his local rates; and I feel sure if the case is properly placed before the authorities, and we endeavour to secure a proper backing for it, the grievance will be speedily redressed."

Documents for small libraries. A. R. Hasse. Pub. Lib. 11: 511-3. N. '06.

Miss Hasse thinks the depositing of government documents in libraries a greater burden than small libraries can well stand, believing

that a library can better afford to buy the few documents that it needs than store and take care of so many that are never used.

Experiment station library. Experiment Station Record. 23: 501-4. N. '10.

Notes on this article are given under the heading Agricultural libraries.

Free literature on farming. J. C. Marquis. Wis. Lib. Bul. 7: 16-9. Ja. '11.

Government as publisher. Boekzaal. 3: 48-52. F. '09.

Emphasizes the need in the Netherlands of an official similar to our superintendent of documents.

Government documents. Dial. 40: 283-5. My. 1, '06.

Government documents and the small library. M. K. Hasbrouck. Pub. Lib. 14: 52-3. F. '09.

The librarian of a small city library has no time to look through government documents and note their contents, and no place to shelve a constantly increasing collection of clumsy volumes. People who come to the library are looking for something easy to read—not for scientific truth. If documents could be had as desired, and if there were an index on the plan of the Readers' Guide, "sighing would be turned to joy."

Government documents in small libraries. C. W. Reeder. 9p. pa. '10. Board of Library Commissioners of Ohio, Springfield, Ohio.

A list of government publications useful in a small library is discussed. There are various ways of securing these documents. The small libraries can obtain them thru their congressmen, thru being put on the mailing list for certain publications, and by purchase. The Farmers' bulletins offer instructions and suggestions for the practical farmer and may be obtained free. The Yearbook of the Department of agriculture is virtually an annual encyclopedia of the year's progress in agriculture. It is sent free on application to the department. The annual report of the American historical association is very valuable. It can best be obtained from congressmen. The Bulletin of the International bureau of American republics "contains the latest information on the commerce, laws, new enterprises and general development of each republic." Its price is \$2 per year. The publications of the census bureau are of great value. They are furnished free by the director of the census or members of congress. The Civil service commission sends its annual reports free on application. The Congressional directory is a valuable reference book on the government. It may be secured from members of congress or by purchase. The Congressional record is a "verbatim report of all that takes place in congress." Apply to congressmen for it. The Bureau of education issues Annual reports "devoted to statistics concerning the educational system of the United States, and bulletins which contain descriptive material on educational subjects. These publications are distributed free by the Bureau of education. The Experiment station record gives a "technical review of the current literature on agricultural investigations", the literature not being confined to the United States. Its price is \$1 per volume. The Annual reports of the Interstate commerce commission cover its proceedings. The commission distributes them free. The Annual reports, Special reports, and bulletins of the Bureau of labor cover industrial and social subjects and are sent on application to the Bureau. The Library of congress bibliographies are very useful and cost from ten to fifteen cents each. The Daily consular and trade reports are mailed to

Public documents—Continued.

libraries which apply to the Bureau of manufactures. The Bureau of statistics of the Department of commerce mails its Monthly summary of commerce and finance and the Statistical abstract to those who apply for it. "The librarian that intends to be alive to his opportunity with government documents will get the Annual reports of the superintendent of documents for 1907 and 1908 and commit them to heart. They contain the best explanation of the present plan of distribution and other problems with these publications that has been written."

Handbook of United States public documents. E. Everhart. \$2.50. '10. H. W. Wilson.

International exchanges. P. Brockett. Lib. J. 35: 435-7. O. '10.

Notes on this article are given under the heading International exchanges.

Library of public documents in the office of the superintendent of documents. F. A. Crandall. Lib. J. 32: 203-6. My. '07.

The library is not specifically provided for by law and no money has ever been spent by it in buying books. Some of its volumes have however been acquired by exchange of documents. "The law directs the public printer to supply to the Superintendent of documents a copy of everything he prints except letterheads, blank forms, and confidential publications, and also directs every department of the government to supply a copy of everything it publishes." But this has not always insured copies of current publications to the documents office. Hearings before congressional committees and "separates" of scientific bureaus have been particularly hard to obtain and separate requests have usually been made for each one. The hearings are a peculiar sort of publication. "They include evidence and arguments on sundry burning questions of the day, usually the evidence and arguments of experts or of the persons most interested. They are thus first hand material on great public questions and surely worthy of publication if any public documents are. But under the interpretation of the printing law which has hitherto governed there is no provision for the preservation of these publications. The amount printed under this head every year runs into thousands of pages, but not a page is preserved in the printing office, not a page is sent unsolicited to any congressional document room or folding room, or any library." The reason is either that the hearings have been public, or when private the printing has been considered confidential and all copies have been sent to the committee ordering them. Often it is only by keeping a sharp lookout that the documents department knows what has been printed. Until lately the department has been a sort of documents clearing house but this has been discontinued because the office became gorged with documents. The summary of the strength and weakness of the library is very interesting and instructive to one who wishes to know what is included in a complete set of government documents.

Make room for the document. Symposium. Pub. Lib. 14: 126-7. Ap. '09.

Public documents have positive value for the small library. The librarian must know what they contain and indexes must be available.

Methods of distributing public documents, an address before the Association of American agricultural colleges and experiment stations. W. L. Post, Monthly catalogue issued by Supt. of documents. p. 177. Nov. '08.

While advocating strongly that documents should be sold, Mr. Post assures libraries that

he is ready to render all possible assistance to them in securing information from documents, or the documents themselves.

Need of systematic instruction in government documents. A. L. A. Bul. 2: 385-90. S. '08.

New York City record. A. R. Hasse. Lib. J. 32: 207-8. My. '07.

"The City is the name of the official organ of the city of New York. So far as I am aware no other American city supports an official organ. It is a custom common to continental municipalities, but does not seem to have been generally adopted in England or America. It is published daily except Sundays and legal holidays. It "includes the publication of all resolutions and ordinances of both boards of the municipal assembly, all recommendations of committees, all final proceedings of the legislative branches, full copies of all messages of the mayor, and of all reports of departments or officers. . . . The paper is an exceedingly valuable aggregation of material of its kind, whose usefulness is hopelessly frustrated by . . . a villainous system of indexes. This stupid habit of creating valuable material and then blocking its use by the crudest make-up and the feeblest apologies for indexes is so general a characteristic of official literature, that commenting on the defects of the City record, in this respect, is only remarking upon that which is common to ninety-nine hundredths of all public documents.

Obstacles to a proper use of documents by depository libraries. H: M. Gill. A. L. A. Bul. 1: 149-53. Jl. '07.

It is difficult to obtain a complete set of government publications for "there is no provision for the regular supply of reports and publications not included in the numbered series, and even the superintendent of documents finds it hard to procure them for the documents library. The superintendent of documents receives about 500 copies of documents for distribution to depository libraries. If the records in his office show that a copy has been mailed to a library, although a clerk may have failed to send it, or may have misdirected it, or it may have been lost in the mail, there is no warrant in law for its replacement, and the unfortunate library will have to buy its copy." Often a library is loaded down with duplicates because of the various sources from which documents are distributed. "Title pages and binders' titles do not always agree, and titles are often changed and are usually much too elaborate. "The greatest difficulty in the use of government documents is found in indexing and cataloging them." Nearly every bibliographical list, check list or catalog is inadequate, and indexes are not only numerous but they have no uniformity. Until recently more attention has been paid to author than to subject entries. Subject headings are frequently unsatisfactory.

Ought not libraries of a certain grade to be created permanent depositories of public documents. Lib. J. 33: 150-1. Ap. '08.

At present the law gives senators and representatives the right to name the libraries in their districts which shall be depositories of government documents.

Outline for a working collection of public documents and aids to its use. W: L. Post. A. L. A. Bul. 3: 315-26. S.; Same. Lib. J. 34: 538-45. D. '09.

Documents and journals of the colonial and revolutionary period do not come within the limits of government publications. These have been adequately described by P. L. Ford in Material for a bibliography of the Continental congress and H. Friedenwald in the report of

Public documents—Continued.

the American historical society for 1896. The 38 volumes of American state papers must be the main reliance of librarians for the documents of the early congresses. The familiar sheep-bound set of congressional documents which is distributed to depository libraries includes documents and reports, and is now sent to libraries in a special library edition bound in buckram. Reference aids in studying this series are the Checklist covering the 1st to 53d congresses, 1895, the Tables of and annotated index to the congressional series of United States documents, 1902, with the advance sheets supplement, and documents indexes of the volumes of each session of congress. The separate departmental publications are numerous, and there is no adequate guide to them. The agriculture department has published a list of its publications. The proceedings of congress are found chiefly in the Annals of congress, the Register of debates, the Congressional globe and finally, from 1873 on, in the Congressional record. Congress has also issued many miscellaneous, unnumbered documents such as Elliott's Debates and Schoolcraft's History of the Indian tribes. Various indexes to the whole series of public documents have been attempted, from Poor's pioneer publication down to the Documents' catalogue which began with the 54th congress. There is still no adequate guide and checklist to the entire output of government documents.

Output, distribution and cataloging of government documents. W: L. Post. A. L. A. Bul. 1: 135-45. Jl. '07.

According to law the member of congress from each congressional district has a right to name a library which shall be the depository of public documents in that district. This distribution of documents costs the United States \$300,000 a year. Often this generosity is a burden to the libraries receiving the books as they have not room to accommodate them. When documents are returned to the superintendent of documents they should be properly packed, often they are nothing but a mass of paper and boards when they reach the office. Public documents should be treated by each library as a part of their reference department. This is a provision of the United States law. They are the property of the United States, not of individual libraries. The new law "removes from the sheep bound sets all the annual and serial publications, giving them to you in their first issues, and therefore you will not be forced hereafter to go through the sheep bound volumes to find them." A check list is in process of compilation which will cover every publication issued by the government. Government publications are now advertised in the newspapers and this will help to popularize them.

Printed series cards for public documents. A. C. Tilton. Pub. Lib. 15: 181-4. My. '10.

Public documents and the small library. N. Y. Libraries. 2: 222-3. Ap. '11.

The freshest and best literature on many subjects of popular interest appears in public documents. This wealth of material must be brought to the attention of readers for they seldom call for documents as such, and are not attracted by a document-filled shelf. "Documents accumulated without discrimination, placed in a corner by themselves and left to take care of themselves, are usually not worth the shelf room they require. But if they be selected with the same care and discrimination as are given to books, carefully classified and arranged by subjects, and the material in them be made easily available by a good subject catalog, the documents can be made a means of greatly enriching the library and will be as much used in reference work, at least, as the books for which large sums of money must be spent."

Public documents as a library resource.

C: W. Smith. Lib. J. 32: 195-8. My. '07.

The possibilities of a document collection have been largely overlooked by librarians because they are considered such a difficult class of books to use. They should not be regarded as a source for raw material. They are of practical value to practical people in nearly all vocations in life and are frequently marked by a style and literary quality of high rank. "In a representative collection of public documents the housekeeper will be able to find reliable information in regard to foods, their cooking and their nutritive value and cost. The butcher will find illustrations of the various cuts of meat. The grocer can here post himself upon food adulterations and can read analyses of cereal breakfast foods and baking powders which he may wish to recommend to his customers. The physician will be interested in the health reports and studies upon the various epidemic diseases. The farmer will find practical hints upon the cultivation of his crops, with the best methods of eradicating weeds and checking the ravages of injurious insects. . . . Politicians may wish to inform themselves upon laws, treaties, tariffs, salaries and current political history. . . . In the field of American political history no considerable work can be done without recourse to the United States public documents. Were all other books and records destroyed, it would be possible from the federal documents alone to rewrite a fairly comprehensive history of the United States from the adoption of the constitution to the present time. The publications of the bureau of education are of particular service to teachers." There are several reasons that explain the hitherto small use of these documents. They are usually issued in unattractive binding and with ambiguous or misleading titles. They are either not indexed at all or the work is poorly done. "The catalog of the average library gives but little information as to the contents of the various sets of documents, and librarians themselves are not always able to render proper assistance. . . . Personal familiarity on the part of the librarian is essential to the large usefulness of a collection of public documents."

Public documents in small libraries. H. H. Ballard. Lib. J. 34: 91-2. F.; Same. Pub. Lib. 14: 84-6. Mr. '09.

A clever rhymed account of a live question.

Public documents in small libraries. C. Evans. Pub. Lib. 12: 345-7. N. '07.

The New York state library bulletin on United States documents gives a list of nineteen government serials, that should be in every library. It also gives a supplementary list of sixteen complete single documents that are useful in any library. Serial sets should be kept up to date. "There are at the present nine different ways in which it is possible to obtain a document. They are as follows: one from the bureau issuing the document, one from the department to which the bureau is subordinate, one from the superintendent of documents, one from your representative in congress and one from each senator of your state, and a second copy from each of the last three by asking for it by document number instead of by title." When a single document is wanted the best way is to apply to your representative. In the case of serials get him to have the library placed on the permanent mailing list. In small libraries do not keep these books by themselves but treat them as you would any other volumes. In cataloging government documents "enter each set or volume under the specific bureau or division responsible for its publication, never under the department to which the bureau belongs. For example: enter the Statistical abstract of the U. S. under U. S.—Bureau of statistics, not under the Department of commerce and labor, Bureau of statistics." The inverted form of heading as U. S.—Statistics, Bureau of, is the form preferred. "Put all pam-

Public documents—Continued.

phlets in the same class in one pamphlet box, making one subject-card for the catalog to stand for all pamphlets in the same box. For example: we have a subject-card in our catalog for Soils, and on this card we merely say Pamphlets, with the call number 631-pamphlet in its proper place."

Public documents in technical libraries.

C. H. Brown. A. L. A. Bul. 1: 156-8. Jl. '08.

"I . . . urge (1) a better knowledge by reference librarians, of the public documents, including indices, contents and scope (2) the inclusion of the public documents among the available resources of the library (3) an extension by the government of the indexing so well begun and recently abandoned (4) a more prompt delivery of public documents to libraries."

Reference use of public documents. A. Marple. D. 7p. n.p. '07. Des Moines public library, Des Moines, Ia.; Same. Lib. Work. 2: 107-10. Jl. '08.

When public documents are made available by cataloging they are a valuable asset to any library. "Most of the books on statistics in this country are compiled from the government documents." It is well for the reference librarian to be able to use these books at first hand. Special reports of departments are more interesting than annual reports, but the latter give a good idea of the work of each department. The Farmers' bulletins treat of practical subjects of great benefit to the farmer. Some of these are "Use of fruit as food, The lawn, Potatoes and other root crops as food, Apple and how to grow it, Standard varieties of chickens, Facts about milk, Bread and the principles of bread making. . . . Our library binds each year the Farmers' bulletins, Bulletins of the bureaus of animal industry, Chemistry, Forestry, Plant industry, Experiment station, and the Experiment station records. Cards are made for the subjects of these bulletins and incorporated into our document catalog." They may be procured at a nominal cost from the Agricultural department. In the Agricultural year book for 1905 are the following subjects: "Diversified farming in the cotton belt, Business of seed and plant introduction, Relation of irrigation to dry farming, Promising new fruits, Causes affecting farm values, etc." The annual reports of the International bureau of American republics gives full information on agricultural and industrial conditions in these republics. "No reference room should be without the bulletins published by the Census bureau. These are at present 69 in number." Some of the most useful subjects are Child labor in the United States, Negroes in the United States, Irrigation in the United States, Statistics of women at work, 1900. The congressional directories are valuable reference books. "The one for the Fifty-seventh congress, second session, is a biographical directory covering the years from 1774-1903. First comes the executive officers of the United States, 1789-1903; next the Continental congress with the place and time of sessions, presidents, clerks, and delegates of the congress; last is a list of the senators and representatives of every congress from the first to the fifty-seventh, and the latter half of the book is taken up with short biographies of all senators and representatives. The Congressional directory of the fifty-eighth congress, special session, has maps of all the states with the congressional districts outlined and numbered." The manuals of the House of representatives contain the "constitution of the United States, Jefferson's manual of parliamentary practice and the rules of the House of representatives." Consular reports often give short articles of value. "Last year one of the reports gave an account of the hay or cooking box, with a

list of things to be cooked and just how to cook them. . . . From the consular reports on France we have this material: Aerial navigation in France, American chamber of commerce, American securities, Manufacture of artificial silk, Bank of France, Poisonous beans, Decreasing birth rate, Cognac brandy, Care of the aged, French financial conditions, etc. . . . The reports of the Bureau of education should be in every library." They contain articles on such subjects as "Pensions in German universities, Digest of the school laws of different states, University of Paris during the middle ages, Temperance instruction in the public schools. . . . Bulletins of the Labor department discuss the various subjects of labor, such as Co-operative communities in the United States, Co-partnership in England, Cost of living, and Decisions of courts affecting labor." In the Smithsonian Institution reports are found the following "History of some discoveries of photography, Morocco, Evidence of evolution, Bees and flowers, Old age, Pewter and the revival of its use." The American historical association reports are published by the Smithsonian institution and are very valuable. "Among the single volumes none has been more used in our library than the one on Indian basketry, published by the U. S. National museum. There are 648 pages in the book. Two-thirds of them are illustrations, many of them in colors." The handbook of American Indians by the Ethnology bureau should be in every library. The U. S. Geological survey publishes the Origin of certain place names in the United States. The bibliographies published by the Library of congress are indispensable when hunting up debate material. "They cover such subjects as Immigration, Trusts, Mercantile marine subsidies, Labor and strikes, Reciprocity, Municipal affairs, etc."

Report of the A. L. A. committee on public documents. A. R. Hasse. Lib. J. 30: C92-101. S. '05.

The report covers legislation that affects public documents from 1897-1905, cataloging, card enterprises, instruction in different schools, and a list of the more important documents issued in 1904-1905, also American state documents, and foreign documents.

Report of the committee on public documents. A. R. Hasse. Lib. J. 31: C140-5. Ag. '06.

"The comparatively limited use of public documents in the majority of libraries when compared with the cost of cataloging and maintenance, probably makes them one of the most expensive assets of a library. If they are carted away into cellar or attic, there is a breach of the trust which exacts that these books be made and kept available. If they are shelved, then a disproportionate amount of shelf room is being given by most libraries to a class of books for which there is a very limited demand. If, finally they are cataloged by the library, their cost to the library is enormously increased."

Report of the committee on public documents. A. R. Hasse. Pub. Lib. 12: 251-4. Jl.; Same. A. L. A. Bul. 1: 132-5. Jl. '07.

A system of depository distribution of public documents was by the law of 1858 and 1859 based on congressional designation, viz., the basis is one of population. The real users of these documents are however, specialists. Hence the basis of distribution is wrong. In 1859 there were twelve depositories. In 1904 there were 500. This increase is out of all proportion to the demand for the documents. But "in all the 50 years that the depository system has been in operation, government and the depositories have never taken a single step to bring about a mutual hearing." These documents are not a negotiable asset because

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the valuable information locked up in them has not been made accessible. Librarians have not known how to use these resources. "But . . . the very gravest thing about the preponderance which mere bulk has given to federal documents, is the entire elimination thereby of interest in local documents," and in "time to come these will be of the greatest service to the historian, using that word in its widest meaning. To-day is the time to collect them, for to-day the institutions which they represent are in a formative period."

Report of committee on public documents, 1910. G: S. Godard. A. L. A. Bul. 4: 759-60. S. '10.

Report of the committee on public documents, 1911. A. L. A. Bul. 5: 90-1. J1. '11.

The committee advises that the superintendent of documents be urged to publish a daily or weekly checklist of publications issued. Many libraries are handicapped in their reference work by the necessity of waiting for the monthly list.

Small library's solution for public documents. J. G. Smith. Pub. Lib. 11: 514. N. '06.

The East Orange, N. J., library solved in the following way the public document problem; it sorted and transferred all documents to an assembly room and arranged them in series, then discarded many of little use to that library and "accessioned, classified, shelf-listed and cataloged" those to be retained. Certain valuable monographs were cataloged and the remaining material bound with them ignored. "Series that appear monthly as unbound pamphlets and afterward come to us bound are treated as periodicals. To secure monographs on special subjects the government catalog is consulted. The Congressional record is filed in the men's reading room until the opening of a new session of congress, then it is thrown away."

Substance of the laws in reference to Confederate States government publications. H. R. McIlwaine. Bibliog. Soc. of Am. Proc. and papers. 3: 85-91. '08.

United States government documents. James Ingersoll Wyer, jr. (Bulletin 102. Library school 21. New York state library.) O. 7-78p. pa. 15c. '06. N. Y. state education dept.

A valuable pamphlet for librarians. It discusses the production and nature of government publications; how they may be acquired; the method of arrangement and classification in libraries; rules for cataloging; and a list of the indexes to them that have been published.

United States government documents: a list that should be in even the smallest public library. J. I. Wyer, jr. N. Y. Libraries. 1: 43-5. Ja. '08.

United States public documents and their catalogs. E. E. Clarke. Lib. J. 31: 317-8. J1. '06.

"In 1892 Mr. Ames issued his 'Check list of public documents . . . 1st-53d congress.' . . . In 1894, Mr. Ames's 'Comprehensive index, 1839-93,' appeared. . . . Since 1895, the present series of guides to the documents, are as follows: (1) the Monthly catalogue, including all United States publications, entered under the departments and bureaus issuing them, the latter arranged according to their organization in the government; (2) the large, full catalog of the public documents of the United States,

by subjects and authors, or 'Sessional catalogue,' including all publications of the period of a single session, later of a single congress. . . . (3) The 'Document index,' including only the congressional set of documents and in title-a-line index form. . . . still keeping each publication under its government bureau author, alphabetically by such government authors." Since Jan., 1906, the alphabetical index to the Monthly catalogue has been discontinued and the entries have been rearranged. With this new arrangement and the loss of the index it is almost hopeless for anyone except a document-expert to find anything in the catalogue.

United States government documents for the small and medium sized library. W. M. Hepburn. Lib. Occurrent. 2: 1-5. O. '08.

An outline is given of what is considered desirable in the way of public documents. Information is also given concerning the space needed for the various sets and the cost of keeping them up.

U. S. government documents in small libraries. J. I. Wyer, jr. 3d. ed. D. 28p. 15c. '10. A. L. A. Pub. Board.

A third edition, revised and enlarged, of the pamphlet first published in 1904. A second edition slightly altered and enlarged was issued by the Wisconsin free library commission in 1905. "The present edition is entirely recast, the lists of recommended documents revised and the whole considerably expanded." The present pamphlet is not to be confused with the author's larger pamphlet, United States government documents, 1906.

United States public documents in California libraries. News Notes of Cal. Lib. 4: 432-8. O. '09.

A classified list of documents most useful in libraries with instructions for securing them.

Use of documents in the public library. W. R. Reinick. A. L. A. Bul. 1: 146-9. J1. '07.

"The large library which does a large amount of reference work should collect all documents, while in the case of the small library, the librarian would have to use his judgment in selecting. . . . Every library should collect the publications of the state and city in which it is located, especially those documents relating to the political history." Even when a library is a depository it does not necessarily receive all the United States documents, and these are only sent from the date the library was so designated. If the Library of congress would "publish a weekly or monthly bulletin of the publications of governments, states and cities which they receive, it would enable the librarian to know what has been published, and he could send for such publications as he thinks would suit the demands of his library." The Free library of Philadelphia classifies public documents by states, cities and national governments. United States publications are however classified by departments. "All the reports and important papers contained in them are cataloged under the author, subject and also title when it seems necessary. If the library has only a limited amount of money to spend upon the cataloging of documents, I think that the labor could best be spent upon the subject catalog, as from personal experiences I find that the majority of people ask for reports upon a specific subject." It is a mistake in cataloging to write the entire title on the card. As the primary use of the catalog is for the public, the short title is enough. Keep the check list up to date keeping track of the date when publications are received. This enables one to write for reports when they are due. "No reference work worth speaking of can be done without referring to documents. Every compiler of an encyclopedia, year book,

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editor of a newspaper, etc., has to depend upon these reports as authority for the statements which they make. The manufacturer has to depend upon these reports for his prices, new discoveries, inventions, and in finding a market for his goods. Governments and states are constantly making investigations on numerous subjects, the cost of which would prohibit most people undertaking them. The results of these investigations are then published in different reports, and the library that keeps its document collection up to date, is able to give the public more recent data than the reference book, as very often the reference book has hardly been published before there are later government reports made upon subjects contained in it." Put paper bound pamphlets in a cheap pamphlet box, and paste the title on the box.

Uses of government documents in the university library. L. Ambrose. Lib. J. 30: C86-91. S. '05.

The congressional documents in a university library were checked with red ink in Crandall's checklist of public documents. "The serial numbers [given in this checklist] were put on the backs of volumes of the sheepbound set with stub pen and black ink, until the point was reached in the set where the documents were sent from Washington with this serial number on the back as part of the lettering. In the ultimate organization of the library now in progress, the sheep-bound set will be kept together and the volumes referred to by a call-number composed of U. S. and the serial number. The departmental publications will be classified according to their subject matter. . . . The federal documents have entered into university work in [many] ways. . . . The demands on the congressional series are as varied as its contents. One professor, whose department covered political science, international law, and diplomacy, picked out 250 volumes from this series for the use of his classes, as well as the reports issued by the department of state. The debates, proceedings of congress under whatever title, the American archives and American state papers, and selected volumes from the congressional series have furnished original sources for the seminar in American history, as also the statutes at large and collections of treaties and international conventions. . . . Whole sets of reports issued by the treasury department have been in the economics seminar for months at a time. The Official records of the war of the rebellion have served the history people. The reports of the bureau of education are consulted by many, and are in constant demand for the work of the department of education. The set of the last census is in the reading room with other reference books. . . . Even the institution that has now no graduate courses should give attention to collecting documents, for this advanced work may be developed in the future. Documents are sources, and as such essential in a university library where real work is done."

Utilizing government documents. W. S. Merrill. Lib. J. 32: 361. Ag. '07.

"At the Newberry library we have found public documents of the utmost use in nearly every line of reference work, and the government indexes to them are indispensable. The work which the government is doing in indexing these publications is just so much labor and money saved to the libraries of this country. . . . How many librarians of small libraries in farming communities appreciate the service they may render to the material welfare and profit of their region by posting up a well-selected list of publications of the Department of agriculture that bear upon improved methods of cultivation? The adoption of these methods will mean dollars and cents to the farmers who have acquainted themselves with them and have applied them in the field. One farmer, who can raise two bushels where he

formerly raised one, or can produce a better grade of vegetable, is enough to 'boom' the library where he was put on the track of the new scheme."

Ways and means of popularizing government documents. E. Everhart. A. L. A. Bul. 2: 382-5. S. '08.

"In many libraries the federal documents have been received for several decades and either relegated to basements or elevated to attics, whichever might be the more convenient dumping ground. . . . As by far the greater number of these stored documents belong to the Congressional set issued previous to 1895 and consequently without serial numbers, their correct arrangement and classification can be readily accomplished by means of the revised checklist, officially known as the Tables of and annotated index to the congressional series of United States public documents. . . . This revised checklist—which for serial documents supersedes the 2nd edition of the checklist issued in 1895—is so clearly arranged that from it serial numbers may be assigned to the unnumbered congressional documents by even the least experienced—the only requisite being accuracy in transferring numbers. After these serial documents have been labeled and arranged in numerical order attention can be given the departmental bound and pamphlet editions respectively. For these the 3rd edition of the checklist, still incomplete, or the preceding edition of 1895 will prove useful guides. The bound volumes may be cataloged in the same way as ordinary works while the pamphlets should be stored in boxes labeled according to the authors and in time when a sufficient number of consecutive issues have been accumulated all such pamphlets not duplicated in the cloth or sheep sets should be bound and cataloged. . . . After all the documents have been systematically arranged and cataloged there is the further need of a comprehension of their contents. While the various indexes are of considerable importance, they are far from being adequate. The librarian must know the character of the numerous publishing offices, how they collaborate with, duplicate or supplement each other, in order that an inquirer by stating his subject may be served at once with pertinent material. For example, it is not sufficient to know that each department of the government service issues an annual report—it must also be understood when these reports are purely administrative, when they contain equally valuable reports on special investigations, and lastly when they are mainly useful for other than administrative features." In libraries where both the congressional and departmental series "have been received, the former, notwithstanding its binding, is preferable. For this reason: Not only are the annual reports of the departments here included but there are also many of the most important bulletins, special reports and other contributions. Now many of these publications are not sent to libraries in any other form, while others are distributed in unsubstantial paper covers. Consequently if the departmental issues be discarded leaving only the serial documents and those departmental issues not duplicated therein, it will be found that a great deal of space can be gained. The plan of listing in the catalog the corresponding serial numbers to the annual reports, bulletins, etc. to be found in the congressional documents has proved an ample and simple guide to their direct location."

What shall we do with public documents? W: S. Rossiter. Atlan. 97: 560-5. Ap. '06.

A statement concerning the increase in the number of government publications, the present method of distribution, and the system of distribution by sale.

What the Canadian government is doing for Canadian libraries. M. Dewey. Lib. J. 33: 17-8. Ja. '08.

Public documents—Continued.

Work of the Documents office for libraries; discussion led by W. L. Post. A. L. A. Bul. 2: 390-406. S. '09.

Public use of the library. See Libraries, Use of by the public.**Publicity for libraries. See Advertising the library.****Publishers and publishing.**

See also Books, Making of; Booksellers and bookselling; Copyright; Prices of books; Printing.

Book publishing. J. B. Lippincott. Ann. Am. Acad. 28: 1-15. Jl. '06.

Book war: another comment. H. Barlow. Lib. World. 9: 198-201. D. '06.

A defense of the publishers.

Foulis press. R. D. Macleod. Library, 3d ser. 1: 172-89. Ap. '10.

A Glasgow publisher of the 18th century.

How books are made. E. T. Stiger. Ind. 63: 1220-4. N. 21, '07.

The story of the making of a book from the time the publisher receives the manuscript until the book is ready for the market.

Plan of the American publishers' association adopted at a meeting held Jan., 9, 1907. Lib. J. 32: 20. Ja. '07.

Protestant press in the reign of Queen Mary. Library. 3d ser. 1: 54-72. Ja. '10.

Publisher in peace time. J. Murray. Contemp. 90: 761-71. D. '06.

Publishing houses of France. A. F. Sanborn. il. Bookm. 30: 241-52. N. '09.

Writers and the publishing trade, circa 1600. P. Shearyn. Library, n.s. 7: 337-65. O. '06.

Purchase of books. See Book buying; Book selection; Prices of books.**Q****Quartos. See Shelf arrangement.****R****Railroad libraries.**

Railway libraries. Lib. J. 30: 927-8. D. '05.

"In the United States . . . 48 railroads, representing approximately 53 per cent of the total railway mileage, report library and reading-room features. These roads have about 800,000 employees, or about 60 per cent. of all the railway employees of the country. The number of volumes in their libraries is about 250,000. . . . Railroads in Mexico, Panama (since 1860), England, India, Uganda, South Africa and Australia all support libraries."

Rare books. See Book rarities.**Reading.**

See also Book lists; Children's reading; Fiction; Non-fiction.

American education and President Eliot's five-foot library. I. B. Richman. Ia. Lib. Q. 6: 49-51. O. '09; Same. Pub. Lib. 15: 142-4. Ap. '10.

Analytic library catalogue. M. P. Willcocks. Lib. Assn. Rec. 13: 91-7. Mr. '11.

Notes on this article are given under the heading Annotation.

Anathema upon finger-posts. N. D. C. Hodges. Lib. J. 35: 295-8. Jl. '10; Same. A. L. A. Bul. 4: 593-7. S. '10.

Are readings and reading circles desirable? affirmative. W. B. Thorne. Lib. Asst. 7: 98-9. Mr. '10.

Are readings and reading circles desirable? negative. J. F. Hogg. Lib. Asst. 7: 99-100. Mr. '10.

Books and book-shelves. Atlán. 105: 430-2. Mr. '10.

Books and boys. B. Matthews. Ind. 67: 1117-9. N. 18, '09.

The average undergraduate should not be expected to take kindly to literature and develop a literary instinct. "He ought to be exposed to the contagion of literature, with the hope that he may catch it. But nothing is more certain than that too much must not be expected of him. Even with the best teaching, not one undergraduate in ten can be lured into reading the 'Iliad' or 'Paradise lost' for the fun of it. The 'Odyssey,' on the other hand, is a rattling good yarn, and a normal youth can be tempted to read it in Lang's translation just as he would read 'Huckleberry Finn,' without suspecting that he would make acquaintance with a masterpiece."

Books and reading. L. S. Jast. Lib. Assn. Rec. 13: 257-67. Ag. '11.

The highest and noblest kind of reading is that reading which gives suggestions for thoughts. "The measure of a book's mental and spiritual utility is precisely in the ratio of its suggestiveness, its capacity to act as a stimulant to thought." It is not so much what the author thinks as what he makes you think that makes the book valuable. Book knowledge is not knowledge at all. The world's greatest thinkers have flourished in comparatively bookless ages. "Reading," as John Locke says, "furnishes the mind only with the materials of knowledge; it is thinking makes what we read ours."

Books and the efficient life. J. A. B. Scherer. A. L. A. Bul. 5: 179-85. Jl. '11.

Borrower and his book. F. L. Rathbone. N. Y. Libraries. 1: 228-32. Jl. '09.

In guiding the reading of library patrons, the principal task is that of arousing the imagination, and overcoming the lack of initiative. In the selection of reading, people follow the line of least resistance, which is usually the recommendation of their neighbors or the backing of book reviews or the availability of volumes in the new book case in the library. Impersonal suggestion may be employed by means of careful selection and purchase of books, the removal of books when their usefulness is passed, or their value superseded, and the establishment of such customs for borrowers as shall make possible the freest use of the library that is

Reading—Continued.

consistent with care of its books. Instead of rules that limit the number of books that a borrower may have, it would be better to "select with more care and throw open the borrowing customs." It is better that a book should be in use than on the shelves. If it is out when called for, the patron may leave a request for it, and be notified by postal card of its return, unless it is fiction. If two or more reserves are on file for a non-fiction book, the question of the purchase of a duplicate copy should be brought up at once. Members of the staff at the loan desk should be diligent in aiding the librarian in book selection by studying the demands of patrons. "Open shelves; any number of books to a borrower, fiction or non-fiction if not in demand; a sufficiently long period of retention to permit a person to make a comparative study of the books—four weeks, perhaps, with renewal if not reserved by some other borrower; free reservation of non-fiction books with postal notification; and generous purchase of books on approval upon the request of a borrower" are measures that would help toward more and better reading. Fiction should be selected with care and circulated freely. Fiction readers would be benefited by a wider range of fiction reading. A good plan is to arrange fiction alphabetically by authors' names on the shelves below the level of the eyes thruout the book stacks. "Many a serious book has been borrowed because it caught the eye when seeking fiction." New fiction should be shelved at once in its regular place on the shelves. A few borrowers may give up the struggle for new fiction and abandon the library, but more will turn their attention to better reading and be thankful for the removal of the new fiction books from their customary post of vantage. The problem is to bring the book and the person together. One impersonal method of influencing reading is by purchasing on approval at the patron's request. Request blanks scattered among the stacks will encourage readers to make requests. When a book so purchased arrives, the patron should be asked to read it and fill out a criticism blank, as well as to report personally on the book. Fiction also may be read on approval, thereby encouraging discrimination on the part of the reader. Another impersonal method is by the use of selected lists of best books on a subject. These may be pasted in the books and kept at the loan desk for distribution. New book lists may be kept for distribution near the new book case. Special topic cases of books carefully selected and displayed constitute a third method of impersonal suggestion.

Catholic literature in public libraries. W: S. Merrill. *Cath. World*. 89: 500-7. Jl. '09.

Catholics should make more use of the public library by "preparing privately or by cooperation, lists of the Catholic books in each local library; by drawing these books for home reading; and by recommending the purchase of others by the library."

Catholics and the public library. E. L. Haley. *Cath. World*. 90: 375-81. D. '09.

Notes on this article are given under the heading Libraries, Use of by the public.

City's tastes in literature. *Pub. Lib.* 10: 15. Ja. '05.

Comfortable books. E. Woodbridge. *Outlook*. 87: 126-7. S. 21, '07.

Comfortable books are most often not the books of the present but of the past, and they must never be read hastily.

Convention of books. S: M. Crothers. *Atlan.* 104: 734-42. D. '09.

A convention in which the books discussed their readers.

Danger of books. H. E. Gorst. *Ind.* 67: 193-5. Jl. 22, '09.

"There is probably nothing upon earth more hopelessly destructive of the mind, and its ordinary mental processes, than the serious literature, with an educative purpose, which it is the highest moral aim of the librarian or instructor to put into the hands of the reader. Fiction does infinitely less harm to the mind than the most solid and informative work. The average modern novel has, scattered over its three hundred pages or more, at most half a dozen statements or reflections for the mind of the reader to assimilate. You cannot get mental indigestion from reading the fiction of today. Possibly you may obtain false views of life; but these are easily corrected through personal experience. There is nothing, at any rate, to inflict a permanent injury upon the mind by drastic interference with its normal working. All, therefore, that can be urged against the reading of novels and romances is that a great deal of it is sheer waste of time. . . . The chief harm of books lies in the filling of the mind with solid chunks of undigested material. Nobody—except, perhaps, a successful lawyer trained to the assimilation of briefs—could possibly read and digest three or four pages of raw facts, such as are set out in a history or other textbook. . . . Apart from the individual harm done by each book, modern culture aims at the widest possible range of reading. If the most voracious seeker after knowledge were to read one-tenth of the books which are habitually quoted as being indispensable to the cultivated individual, he would have no mind of his own. He would degenerate rapidly into a pale and flabby reflection of the standard authorities. . . . You might receive no education at all from devouring fifty books of the most approved type; and you might get a perfect education thru learning to read and digest one with intelligence—that is to say, by applying your own powers of reflection and thus regulating the load of material thrown upon the mind. Not only cannot the mind develop originality, but it cannot work at all, if it be systematically choked up with facts and with the ideas and opinions of others. Books are therefore absolutely dangerous to healthy mental development. Even the most admirably balanced books, where the artistic presentation of the material ensures its ready absorption by the mind, can act upon the individual in a highly detrimental fashion. . . . Let no man therefore, be proud of the number of books that he has read. He should rather be ashamed of having had such liberal recourse, not to his own thinking powers, but to the opinions and reflections of other people."

Dear and dummy twelves; or The librarian's shelf of books. H: F. Legler. *A. L. A. Bul.* 2: 148-50. S. '08.

Decline of bookbuying. *Nation*. 86: 187-8. F. 27, '08.

One potent influence in the decline of book-buying is the increase in the number of magazines. Another is that numerous other forms of recreation have sprung up in recent years.

Delights of indiscriminate reading. P. F. Bicknell. *Dial.* 40: 111-2. F. 16, '06.

Directing the taste of casual readers. I. Rosenberg. *Pub. Lib.* 13: 294-9. O. '08.

Notes on this article are given under the heading Access to shelves.

Direction for popular readers. E. A. Baker. *Contemp.* 89: 498-504. Ap. '06.

Guide-books to books are badly needed. Half the reader's efforts are wasted in finding out the right books. "A well-organized library . . . not only provides books, but offers its readers invaluable guidance in the choice of

Reading—Continued.

books. . . . To carry on such a work efficiently, a librarian should be a man not only with a liberal education, but specially educated in the science of books." Mr. Baker gives a list of guide-books to books with characterizations of the same.

Dr. Crothers and the librarian. H. Clemmons. Pub. Lib. 16: 371-3. N. '11.

Notes on this article are given under the heading Librarians and assistants.

Dr. Eliot's "five-foot" library. Cur. Lit. 47: 158-9. Ag. '09.

Dr. Eliot's five-foot shelf. Bookm. 29: 580-2. Ag. '09.

Education of a reading public. J. N. Larned. Lib. J. 32: 147-53. Ap. '07.

"A true newspaper, veracious, conscientious, broadly intelligent, seriously thoughtful, honestly endeavoring to be a faithful historian of the passing day, is an educating agent of the greatest possible power. Nothing can feed a mind better, for the liberal, large growth of conceptions, judgments, feelings, imaginations, interests in life, than a wholesome attention to the day by day movement of significant and suggestive events in the whole round world. It is the study of history at its birth." On the other hand a public that tolerates and encourages the degradation of news by "audacious falsifications and false coloring . . . will surely become mean of mind, vulgar of spirit, reckless of the higher interests of society and blind to its own good." The educational value of novels which are true literature is very high. They give a remarkable widening to our outlook on life and human nature. But for the attainment of a moral culture biography is better. "I have sometimes thought that a liberal long-continued course in reading in biography, established in our common schools as the basis of an undertaking of moral influence, to which every other undertaking of the schools should be subordinate, might make them a new power in the world." For broadening political convictions and social aims and illuminating daily life nothing is so enlightening as history. There is a charm in poetry for "every human creature who is not a clod. . . . Can we not in some way, much more than we do, bring our young people within the touch of it, to find it and feel it and be captive to it all their lives?"

Five feet of culture: comment on Dr. Eliot's selection. Dial. 47: 83-4. Ag. 16, '09.

Fixing a purpose. I. E. Lord. A. L. A. Bul. 2: 165-7. S. '08.

"We find in a great many people a purpose of reading something that they feel to be more worth while than the new novels—reading what they call perhaps serious reading, finding out about some subjects in which they have become interested or which they feel sure would interest them." The libraries can assist such people by publishing special reading lists. To make these lists really helpful, the books selected must, first of all, be good in matter and attractively written. "After we have found the book good in matter and good in manner and hunted a long time to find it, it must be a book that is good to look at, attractive to handle. Then when we have narrowed down our selection in any subject to what seems to be a very small number of books to make a selection from, we must have it a book that can be arranged in some sort of a series, not a formal series but an arrangement so that several books shall be read one after the other and yet things shall not criss-cross. There shall be a certain leading on from one point to another. And, last of all, . . . the book must be obtainable, be in print, the very best book

for that purpose. Lastly, when the books are found, you must have them obtainable by the person who wants them, and the only way out of this difficulty seems to be to have a special selection of such books, a collection bought for that purpose and issued only to the people who undertake this for a reading course." In the Pratt Institute free library such "books are kept in a special place; they have the library bookplate but have no library numbers on the outside. They are attractive new copies in the publisher's binding, as much like private books as possible."

Girls' reading. C. W. Latimer. N. Y. Libraries. 2: 135-6. Jl. '10.

Great commonplaces of reading. J. Morley. Critic. 48: 144-52. F. '06.

"The object of reading is not to dip into everything that even wise men have ever written. . . . Most books worth reading once are worth reading twice and—what is most important of all—the masterpieces of literature are worth reading a thousand times. It is a great mistake to think that because you have read a masterpiece once or twice, or ten times, therefore you have done with it. Because it is a masterpiece, you ought to live with it, and make it a part of your daily life."

Great foreign novels vs. current fiction. bibliog. N. Y. Libraries. 2: 186-7; 196-8. Ja. '11.

Good translations of the great foreign novels may exert an influence in counteracting the reading of too much cheap fiction. Many readers who have a prejudice against the English novelists, acquired perhaps by compulsory school reading, perhaps by attempts to read them at the wrong period, may be tempted into a reading of the works of a foreign author which have for them the novelty and freshness of a book just issued.

Helping those who might learn to care for books. Dial. 40: 109-10. F. 16, '06.

Many unfortunates are toiling thru artificially planned courses of reading and are but little stimulated to a love of literature. A "simple suggestion, in the line of an interest already existing, made by some person with a sympathetic insight into the workings of the inquirer's mind" would be far better. "This is the method by which library workers are to-day throughout the country stimulating young readers, and unobtrusively leading them into the pleasant paths of literature."

How to get Parkman read. R. G. Thwaites. A. L. A. Bul. 2: 162-5. S. '08.

"Read your Parkman, and having read him, you will, I feel sure, do just one thing only—you will give it to the boy."

How to increase the culture reading of college students. I. A. Kidder. Pub. Lib. 15: 419-20. D. '10.

Notes on this article are given under the heading College libraries.

Inspirational reading for teachers. M. E. Hazeltine. Wis. Lib. Bul. 7: 174-5. N. '11.

Lest we forget in the multitude of books, the few great books. H. L. Koopman. Pub. Lib. 13: 117-20, 163-5. Ap.-My. '08.

One should read first of all the books that form the intellectual tools of his trade for there is no profession or hardly a handicraft that does not possess its literature. Beyond that one should read a few great books. Often a single book publishing business and the interests of a human life.

Reading—Continued.

Librarian's reading. C. Bacon. N. Y. Libraries. 1: 136-9. O. '08.

Notes on this article are given under the heading Librarians and assistants.

Library reading in the high school. M. Ashman. School R. 17: 618-22, 701-4; 18: 196-9, 270-3. N.-D. '09, Mr. -Ap. '10.

There is a wide spread feeling among teachers that something more than the study of masterpieces is demanded for the best literary development of the pupils. The "outside reading" idea is gaining ground. "Reading should be done from an inner desire, not from an outside stimulus. The great work of the teacher is to create the desire. . . . She must put herself in the place of the pupil whose literary needs she is trying to supply, giving him not what she herself admires, but what his crude young appetite craves. Passing resolutely by her beloved Walter Pater, and Matthew Arnold, and Henry James, she must bestow a willing patronage upon such lesser lights as Anthony Hope, and "Ralph Connor," and Ernest Thompson Seton. She must learn even to appear politely interested in the Graustark books and not to evince too much horror when she finds herself pursued, as she is pretty likely to be, by the Hound of the Baskervilles."

Library work for rural communities. L. H. Bailey. Lib. J. 33: 381-5. O. '08; Same cond. N. Y. Libraries. 1: 169-72. Ja. '09.

Literary sheep and goats. H. W. Mabie. Ladies' H. J. 26: 42. Mr. '09.

The goats include "all books which are in any way vulgar, indecent, demoralizing; which present a low view of life, enervate instead of energizing, and which do not possess good literary quality. This does not mean that one should always be on duty in reading—that is to say, that all books which one reads should be instructive. There are many wholesome books which are simply amusing, entertaining, diverting. In their place and at the right time these books are as necessary for health as golf, or fishing, or long walks. But the emphasis of attention and time ought to be put on books which do something more than help one to pass the time, or to give one's mind a rest after hard work or long application. It was a wise man who said: 'You should not read books to forget life, but to understand it more fully and to enjoy it more keenly.'"

Mental diet. K. M. Rabb. Pub. Lib. 12: 392-3. D. '07.

"Put aside the books you ought to read, but hate, and read the books you like. . . . The light story you crave, but are afraid of, may serve the purpose of the sherbet at the dinner—to remove from the palate the taste of the heavier viands and prepare it for the salad and the dessert. In other words, trust more to the guidance of your own mind, be less afraid of your own judgment, strive to cultivate your own tastes, rather than to shape your mind after some one's else pattern, and you will find less and less need of a mental diet."

Methods of securing better reading. G. S. Smith. Pub. Lib. 10: 171-3. Ap. '05.

Modern teaching and the library. J. B. Wharey. Lib. J. 32: 153-6. Ap. '07.

Is not the real meaning of education learning to read. Both librarians and teachers should be competent to direct "the young and inexperienced minds to the great books of the world."

On bookworms. Harp. W. 53: 6. N. 27, '09.

"The bookworm has a passion for the bodily books. He does not read books, he buys

them; he does not love books, he devours them; he does not possess books, he is possessed by them. . . . Books afford an innocent joy. They wrong no man's rights, they breed no malice, they foster no bodily comfort or grossness. They are shy talkers, lonely fellows and subtle company—but are such not good in a world of shove and snatch?"

On reading. G. Brandes. Internat. 12: 273-92. Ja. '06.

A discussion of what people should read and the way to read.

On reading books through. Nation. 91: 139. Ag. 18, '10.

Owning up to what one has not read. Ia. Lib. Q. 6: 22. Ap. '09.

Personal contact through the catalog. J. A. Lowe. Lib. J. 34: 265. Je. '09.

Since personal work with individual readers in the direction of their taste to better reading is not possible to the extent that it should be, much may be done with guide cards in the catalog. Such a card following the entries for an inferior author might suggest that if the reader likes that author he would do well to read the books of a certain other author. Guide cards might be used to direct readers to authors having similar characteristics.

Pigskin library. T. Roosevelt. Outlook. 94: 967-71. Ap. 30, '10.

Pleasures of reading. R. M. Wenley. Pub. Lib. 16: 321-3. O. '11.

"All reading divides itself into three classes: the reading of literature which is on one's level; the reading of literature which is below one's level; and reading of literature which is above one's level." Pleasure may be obtained from all kinds, but the pleasure which lasts is to be found only in the third class. The great mass of popular reading is of the first class. Newspapers meet readers on their own level. Reading of the second class deals with trifling or abnormal matters. It is not only evanescent but tends to pull one down. To the third class belongs all the great literature of the world. "Work which lasts is never the work of a single individual but is the work of an enormous social complexity speaking through the individual. It is above the ordinary level because the author is much more complex who interprets the great whole of which he is a part. What he gives comes from a universal whole and always remains." True pleasure can be obtained from that kind of literature alone. The literature that is above the ordinary person reveals to him what he may be and it is consequently this literature that is of lasting value to him. One should not read a book because he thinks it is the thing to read; each must choose for himself, but he should be sure that his choice lies within the third class.

Popular education in literature. C. Gauss. Lib. J. 34: 391-4. S. '09.

"In the schools it is necessary to grade texts according to the maturity of the student; maturity, I mean, in life and experience. You give them Walter Scott before you give them Carlyle or Shakespeare. Now in teaching the popular audience you take this maturity for granted. You do not have to begin at the bottom and strive slowly and painfully upward, but with one great leap you take them to the very top of the mountain and, like Satan, show them all the kingdoms of the earth. You lead your students, if they are mature, immediately into the realms of gold. It is easier to give them Shakespeare than Rossetti, and I hold that it is a mistake, and a serious mistake, for the man who is dealing with the popular audience to begin with the intention of leading his audience up thru a wilderness of books to an appreciation of the grand old masters. . . .

Reading—Continued.

To make the work of the lecturer a success, the librarian must take it up exactly where the lecturer leaves it. When lectures are given in your cities you must see to it that such books as he recommends are placed within easy access of the people, and in sufficient quantities. You must also stand ready to give the student when he starts in to read such information and guidance as may be necessary."

President Eliot's book-shelf again. W: H. Powers. Pub. Lib. 15: 186. My. '10.

Problem of the girl. L. E. Stearns. Lib. J. 31: C103-6. Ag. '06.

There is a wide diversity of taste in the choice of books read by girls between fourteen and eighteen. Miss Stearns gives statistics of the classes of books read and of the individual books preferred. "If the girl does not read the great novels in her youth she is seldom likely to do so. . . . If till the age of eighteen or nineteen her taste for good literature has not been cultivated . . . it is not to be expected that after twenty her taste will change to any considerable extent."

—Discussion. Lib. J. 31: C200-3. Ag. '06.

Psychology of reading. E. W. Runkle. Penn. Lib. Notes. 4: 11-29. O. '11.

Popularly we say we learn to read in childhood once and for all. This is true, we do learn the mechanical symbols of reading in childhood. But in reality we learn to read not once but three times. The first period of learning to read is the mechanical period which occupies the first ten or twelve years of life. The second period is the period of adolescence when reading takes on a new form. This period extends from the ages of 12 to 20 but it is sometimes prolonged. We meet grown up adolescents who look on the book as one of life's amusements, a narcotic to soothe idle hours. Then we learn to read a third time when we come to a realization of the real meaning of reading, when we learn to counsel with the author. "This learning to read, alone meets the etymological meaning of reading, it alone seems adequate to justify the existence either of books or libraries."

"As to mechanical reading, our interest mainly centers about studies of eye movements, of pauses, rate of reading, form of type and arrangement of page, width of lines, and margin; color and texture of paper; eye strain and muscular fatigue, physical conditions such as light, heat, air, etc. You will readily see what a wealth of problems are here, any one of which might constitute a paper, and all of vital interest to the librarian as well as to the scientist. A good mechanical reader is a precondition for further reading, and the habits of the eye, so as to eliminate strain, the form of the page, so as to reduce fatigue, the surroundings conducive to easy, rapid reading, are vital and interesting topics." Expert charts and maps of the eye's behaviour in reading have been constructed, and many of the practical conclusions resulting are of interest to the library worker. "Lines should be 75 to 80mm. long, approximately 3/4 inches, or about a third longer than the ordinary lines of our city dailies. Lines over 90mm. result in a distinct loss of energy in reading. When learning to read, lines should not be of varying length, or broken by illustrations, since a cautious or groping mode of eye movements might follow, hard to overcome at later date, and so make a slow reader. These and kindred studies have shown, too, that the upper half of the line is more important for reading than the lower half, that words are recognized as quickly as single letters, that the eye is on the average of 5.4 words ahead of the voice in reading. Consonants are more important than vowels for recognition. No type less than 1.6mm. (11 point), should ever be used, the fatigue rapidly increasing even be-

fore the size becomes as small as this. Additional leading or spacing between the lines seems desirable. Shaw in his School hygiene gives the following table: First year letters should be 2.6mm.; spacing 4.5mm. Second and third years, letters should be 2mm.; spacing 4mm. Fourth year and on, letters should be 1.8mm.; spacing 3.6mm." We must work to-day to conserve the eyes of the rising generation. It is not enough to provide oculists. "The eye is over burdened. We are fast becoming a glass front people." The story telling movement is a helpful corrective to the overstrain of the eye. Among early peoples the ear was the main channel of information. "In our time the appeal is to the eye, the blue print, the moving pictures. If you have an idea, and can't present a diagram of it, or make a blue print of it, better drop the idea, it won't reach the board of directors. Acres of blackboard cover our lecture rooms, and stereopticons are accessories of nearly all forms of instruction. An illustrated edition of the Ten Commandments would not strike us as strange, however so much they thundered their demands in olden days. The lecture without pictures is a lecture without hearers. The drama is largely seeing, color appeals to the eye. Only the phonograph and the story teller remain to aid in stemming the rush that is tending to eliminate the eye. . . . All this brings out the dominance of the eye in our sense training. Nor do I think the case is stated as strongly as it might be. But enough has perhaps been said to make my thought clear that eye mindedness is a dominant direction in our present development, the art of listening a lost art, the story teller and lyceum lecturer lost professions. This too in spite of the fact that the ear is a more complex organ than the eye, finer in its capacity of discrimination, in spite of the fact that oral memory is proven to be better than visual memory, that hearing makes a keener impression on the emotions than the eye. The ear too is older than the eye, dies later. It is much easier to teach those who cannot see than those who cannot hear. Teachers of the blind affirm also that mathematical conceptions are not usually difficult for such persons." The effect of all this is that we become eye-minded. Visual images are the only terms of our thinking. The range and spontaneity of the mind is hindered. Abstract thinking is rendered more and more difficult. The science, art and literature of the race began with myth, tradition, and story. The child's development in culture should begin in the same way. The child can comprehend and appreciate the story as it is told long before he can read. The story teller must be reinstated. "The kindergarten is doing something in this direction; likewise the story hour in elementary schools and in libraries. But the sub-kindergarten in the home is the period when the child mind is ripe for the story, and when its soul thirsts for the myth and fairy tale. I would plead therefore for the story sense of the child, as much a special sense as sight, hearing or touch, and would gladly see a Temple of fame erected for the authors, editors, and collectors of myths, fairy tales, fables, and traditions of origins." Our training must be received thru all the senses, and the eye must be conserved by means of a harmonious development of other senses.

"At puberty and adolescence a new world of interest, of love, and of life opens." Reading takes on a new form. There is a desire to read everything, in particular "those bulletins from the experiment station of life," novels. This is the period in which the adolescent confesses to having tackled the whole library—and many adolescent journals and voracious lists of reading are extant, mute evidences of an unconquerable impulse not tempered by reason. This is the period when rules of 2 fiction and 2 non-fiction, or 1 fiction and 3 non-fiction are a thorn in the flesh. The adolescent would carry every new book home, even the bound in plaid; and wonder that our public library is so far behind the times as not to have on June 1st, that new story by McCutcheon, which the advance sheets of the publisher announce for publication on

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October 1st. The adolescent reader is an interesting object, absorbing a little here and a little there, never pausing long enough to permit one fact to connect with the perfectness of each moment's ideals. He is trying his wings in various atmospheres, and rightly, in the hope that he may fly." This miscellaneous reading of fiction—wool-gathering reading—is fitted to the needs of adolescence, but it should end there. Prolonged into maturity it means dissipation of the mind. "If men and women are what they read, or even tend to become what they read, the general, miscellaneous adolescent stage must be supplanted by definite aims and purposes in life to which reading will contribute the experiences of the race. . . . Our third learning to read, then, is crucially necessary and important. In pursuance of this function the library assumes its rightful place in the three Ls of modern education, the Lecture room, Laboratory and Library. In bringing readers to the third learning, the librarian does a professional work of equal import to that of minister, teacher, or statesman. It is constructive of life, and it is well nigh impossible to over praise those who succeed in this line. Each reader or student becomes not one more factor in the circulation grind, but one more center of opportunities, which the right books placed in the hands at the right time, may be realized in deeds of mercy, love and truth." College libraries have the opportunity to lead in this third learning to read. Too many college men drop reading when they leave college because they have not learned the use of books. The part of librarians in education is to teach people to read "not only books, but to read thru books to life."

Public libraries and the National home-reading union. J. B. Paton. Lib. Assn. Rec. 10: 488-97. O. '08.

A critical time in the life of our young people occurs between the ages of thirteen and eighteen, often after they have left school and have begun to work. It is just at this time that they should receive direction in their choice of reading, or be brought into study-clubs. The National home-reading union has pledged its assistance in this matter to the librarians, and, in turn, suggests that librarians form circles in their own libraries, or assist the leaders or teachers of their community to do so; and that they make acquaintance with and give help to reading circles already formed.

Reader, the book and the library. H: Van Dyke. Pub. Lib. 15: 108-9. Mr. '10.

Reading. E: S. Martin. Harper. 116: 513-5. Mr. '08.

"The more substantial new books are in competition with all the great books that ever were printed. If readers neglected the good new books in order to read the good old ones, we might regret it as something detrimental to the book publishing business and the interests of living authors, but we would not find in it a sign of decaying culture or degenerating taste. But it is not the competition of the old books that limits attention to the new ones, for whoever has learned to read the one is by so much the likelier to read the other. Who has the habit of good reading and the appetite for it will read what suits his appetite if he can get it. The trouble is that the appetite is not oftener formed.

Reading for courage. L. E. Stearns. Minn. Pub. Lib. Com. Notes. 2: 108. D. '09; Same. N. Y. Libraries. 2: 72. Ja. '10.

A list of fifty titles selected to help people to "conquer the outlook of helplessness, to control or mitigate the forces of nature."

Reading for invalids. M. T. Wheeler. N. Y. Libraries. 1: 203-6. Ap. '09.

"The aim has been to include in this brief list only what may be safely recommended for general use as free from the depressing, morbid, overemotional, or overexciting, and as having some such positive qualities as humor, optimism, spiritually bracing influences, healthy love of nature and human nature, simplicity of style, etc. . . . Notes have been added to make clear the character of the book where title or common knowledge has not done so, and thus make it easy to choose according to taste, and avoid such blunders as giving essays on outdoor life to those who, like Mrs. Fanny Ellison in 'A chance acquaintance,' 'hate nature' and wish only to hear about a prosperous love affair."

Reading for pleasure and profit. 2d ed. rev. O. 31p. pa. Free Pub. Lib. Newark, N. J.

"A list of certain books which young people find entertaining; being chiefly books which older readers enjoyed when they were young."

Reading habit in the United States. G. Michaud. Putnam's. 1: 203-7. N. '06.

Reading in the home. L. C. Willcox. Harp. B. 44: 548. S. '10.

Reading maketh a full man; story. A. Knapp. Cent. 78: 94-8. My. '09.

Tells how some cowboys found out what the public library was good for.

Reading of farmers. Nation. 83: 178. Ag. 30, '06.

The only solid reading that is popular among farmers in Wisconsin is travels. The preponderance of fiction is what attracts the up-country districts just as it does the towns.

Reading of high school boys and girls. P. Chubb. Pub. Lib. 16: 134-8. Ap. '11.

In the Ethical culture high school of New York city all subjects are studied from the historical point of view. This work calls for much collateral reading and much exploration in the library. The work in English in particular, calls for much work of this kind and the teachers of English are constantly in danger of monopolizing too much of the pupil's time. There is danger that the library may usurp the place, in the child's life, of more important activities. The playground, open air and nature should come first. Books should have a subordinate place in the life of young children. Books are a comparatively modern invention and their multiplication is not to be looked upon as an unmixed good. "The Greeks knew their Homer without books better than we know Milton or Tennyson with them. The England of Elizabeth and of our ancestors was fuller of song and story and drama, of minstrelsy and balladry, of mumming and folk game and pageantry than is the whole of our own huge country to-day. For the widespread social or folk culture of those former days we have substituted the restricted individual book culture of to-day. For the self-amusement of the folk by the commonly practiced arts of song and story and drama we have substituted amusement by the caterer and manager. What we need then today, rather than the unlimited increase of children's libraries and of child-readers, is the development of those library arts which are proper to the child as they are to the childhood of the race. For this reason it seems to me that perhaps the most hopeful achievement of children's libraries in this country has been the development of story-telling and the institution of the story-hour as a part of library work." The modern library is the product of modern conditions. The private library and the private reading corner are gone from too many homes. "And if the reading room of the library is to be a substitute for reading accommodations in the

Reading—Continued.

home, it is as a place of literary resort rather than as a laboratory that it is to be regarded. Let us make the most of it as such. Let it offer a quiet and comfortable retreat to every would-be reader at all times, and especially on Sundays. Let it be not a mere stackroom for books, but let it reflect in every possible way the plety and enthusiasm of the real lover of books by its small cases of choice volumes, by its prints and illustrations, its portraits and autographs. A library should communicate the spirit of the bibliophile as the art gallery or the science museum should express the spirit of the lover of art and the lover of nature."

Reading of the modern girl. F. B. Low. 19th Cent. 59: 278-87. F.; Same. Liv. Age. 249: 195-202. Ap. 28, '06.

Reading of the young people. F. W. Atkinson. Lib. J. 33: 129-34. Ap. '08.

Notes on this article are given under the heading Children's reading.

Reading ripe books. Lib. J. 30: 285-6. My. '05.

Responsibility for the public taste. A. Hill. Library, n.s. 6: 257-62. Jl. '06.

Retrospect of reading. J. C. Rowell. News Notes of Cal. Lib. 5: 382-4. Jl. '10.

Short sayings about books. D. A. H. Boekzaal. 5: 52-4. F. '11.

In four languages.

Should librarians read? F. G. Kenyon. Lib. Asst. 7: 243-54. N. '10; Same. Pub. Lib. 16: 43-9. F. '11; Same cond. Lib. Assn. Rec. 12: 601-2. N. '10.

The best book to begin with as an introduction both to English literature and English history is Macaulay's essays. These essays open up the gates of classical English literature. "Nowhere will you get an equal recognition of the great writers of the past as living men." To Macaulay also, past history was as real and exciting as the politics in which he had taken an active part. Consequently he is able to make history alive to his readers. To read Macaulay's Essays is to be inoculated with a knowledge of English literature and political history. The next book chosen is Carlyle's Past and Present. "To any librarian, who is interested in social problems, and who wishes to arouse the intelligence, literary, historical, and political, of his clients, I would commend the consideration of Carlyle's Past and Present." The third book selected for its stimulating effect is John Addington Symonds' 'Studies of the Greek poets.' Greek literature is the greatest known to man and every one should know something of its character, and its relation to the history of our literature. The last inspirational book chosen is Emerson's Essays. Emerson is valuable because he makes you think. He takes new points of view which make the truth vivid. These books are worth while because they arrest attention, arouse interest, and provoke to enthusiasm.

Solid reading. Nation. 91: 207. S. 8, '10.

Some of a hundred best books. H: Lucy. Liv. Age. 266: 227-31. Jl. 23, '10.

Stimulation of general reading in the college library. I. G. Mudge. Lib. J. 31: 764-8. N. '06.

Notes on this article are given under the heading College libraries.

Study and use of books. F. G. Blair. Nat. Educ. Assn. 1909: 852-9.

Notes on this article are given under the heading Libraries and schools.

Temple: the ear. L. Abbott. Outlook. 92: 640-1. Jl. 17, '09.

To what extent can the public library direct the taste of readers? I. Rosenberg. Lib. J. 32: 401-6. S. '07.

The average person detests unsought advice, and personal interference is particularly obnoxious when it comes to choice of books. Accordingly the reading of the public must be directed in some other way. A good plan is to "purchase substantial editions of the best authors, and when obtained let them be where the people can handle them and choose for themselves." For example Jane Austen's Sense and sensibility in a poor edition was taken out three times in a year. A new edition with good type set in the open shelf room went out eighteen times in nine months. The open shelf room is the largest, pleasantest room in the library. "Here are kept, open to free access of the people, some twenty-five hundred books, most of them selected." These are collections of late fiction, new books other than fiction, bound magazines, etc. Here also is a collection of 300 of the world's best books. "This whole collection was such a success and circulated so many books which had previously seemed fairly rooted to the shelves . . . that we concluded to make a collection of the greatest fiction of all countries. . . . There were nearly two hundred books in this collection which made their appearance with a sign bearing the following inscription 'Some novels which have stood the test of time.' . . . A large table is devoted to travel guides obtained from the various railway and steamship companies. A sign on this table refers to books on the shelves, while one on the shelf calls attention to guides on the table. No exact statistics could be kept, the books being replaced as fast as they were taken. The table of travel guides became so popular that it was made a feature of the open shelf room. These are changed to suit the season, northern routes being displayed during the winter months, while southern and lake trips are reserved for the summer." The open shelf room has been a marked success.

Trashy literature, its cause and its combating. J. W. Gerhard. il. Boekzaal. 4: 31-40, 59-72. Ja.-F. '10.

Seventy-five low-priced collections of standard literature are named, forty-five in German, ten in French and twenty in Dutch.

Two aids in library work. H. E. Haines. Lib. J. 36: 111-6. Mr. '11.

Notes on this article are given under the heading Librarians and assistants.

What Americans read. J. I. Wyer, jr. Pub. Lib. 16: 392-3. N. '11.

What college students read. D. H. Stevens. Outlook. 92: 651-2. Jl. 17, '09.

"The college student of to-day has a wholesome, though misguided, taste in his general reading. Doubtless a more careful direction of his outside reading during high school years would greatly develop his taste for standard fiction. American college students are clearly deficient in two fields of knowledge that are familiar ground to their English cousins, namely, present-day politics and the English Bible. A similar inquiry in English schools would scarcely reveal any such ignorance of biography as appears in this specific case. This lack of interest in biography, as well as other faulty habits in reading, might easily be remedied by the suggestive direction of high school and college instructors. It is a matter worthy of at-

Reading—Continued.

tention. The acquirement of a correct taste in reading is a large part of a liberal education, particularly in an age when reading is an almost universal habit. There are many evidences of poor taste in reading throughout America. The mass is unwieldy and the process of improvement slow. But there is a very definite work, and one that will greatly elevate the general taste for profitable reading, to be done in our colleges and universities."

What do young men read? Pub. Lib. 11: 252. My. '06.

What people read. F. Bell. Liv. Age. 248: 264-73. F. 3, '06.

What the American public is reading. E. L. Shueman. Pub. Lib. 11: 190. Ap. '06.

"Because 40 per cent of the books read at the present time are fiction it is folly to jump to the conclusion that public taste is deteriorating. . . . It should be remembered that no immoral book has ever been on the list of best sellers, and that American people are averse to anything morbid or pessimistic, but demand, as a rule, clean and wholesome reading."

What the negro reads. G. B. Utley. Critic. 49: 28-30. Jl. '06.

What's it about? M. van Buren. Mihn. Pub. Lib. Com. Notes. 2: 55-7. N. '07.

How the librarian may answer the question What is the book about?

Reading circles and libraries. See Clubs and libraries.

Reading lists. See Book lists.

Reading rooms.

See also Newsrooms.

Are children's reading-rooms necessary? W: J. Willcock. Lib. Assn. Rec. 9: 184-5. Ap. '07.

A children's reading room at Petersburg was not a success. The children used the room as a talking room, not as a reading room.

Ladies' rooms. M. Gilbert. Lib. World. 10: 78-80. Ag. '07.

A plea for a separate reading room for women.

Open-air reading room. World's Work. 12: 8025. S. '06.

The New York public library on Rivington street has opened a roof garden reading room, and the experiment has proved very successful.

Plan for the new open reading rooms at Utrecht. E. van Beresteyn. Boekzaal. 3: 245-9. Ag. '09.

Reading room methods. J. L. Evans. Lib. World. 12: 373-8. Ap. '10.

"The room should be so designed as to facilitate supervision—glass partitions being more desirable than solid walls. Wherever practicable, the exit should be within view of the staff. For passages between tables, ample space should be allowed—six to eight feet being a reasonable width where movable chairs are used. Those papers exhibiting a decided leaning towards the 'catch penny' methods, so characteristic of the American press (and, in fact, constituting one of the chief objections to news-rooms in America) should be rigorously excluded. In a provincial reading room, the greatest demand will probably be for the local papers, and, in view of this, the li-

brarian in the provinces should see that all noteworthy local papers are placed in the room. In addition to these, there should be a representation of the London press. . . . No librarian should allow his own personal bias or partisanship to obtrude in the choice of the newspapers, as the public may not share his opinions, and, would, manifestly, have small cause for gratification if their own views and sentiments were ignored. A judicious selection will render such a state of affairs impossible. In addition to the foregoing, one of the more prominent Scotch and Irish dailies will probably be found necessary, and in certain localities (Liverpool, for instance) where a fair proportion of the population are Welsh one of the Welsh weeklies should be provided. With regard to foreign newspapers, the best course to adopt (if there is any demand for foreign papers) is to take a French weekly, and also a German. These, containing a complete 'résumé' of the week's news, will be more likely to give satisfaction than the foreign dailies, which would unavoidably be out of date by the time they arrived. . . . Much that has been said regarding the newspapers applies equally to the magazines. Local circumstances must, to a large extent, guide the librarian in his selection, a residential district, for instance, requiring a set of magazines different from that suitable for a busy manufacturing town. . . . The technical journals should not be overlooked, as they are sure to be appreciated, especially in an industrial centre. Besides these, a number of the better class reviews—weekly, monthly and quarterly—and some of the illustrated weeklies might be taken. Finally, it will generally be found that a very considerable and heterogeneous batch of pamphlets and journals will find its way to the library, and, unless the reading room is to be converted into a dumping ground for everything in the way of 'fad' literature, a large portion of the donations must be treated as waste paper. . . . It will, in most cases be advisable to adopt the system now most in vogue—that of arranging the papers on slopes. Although this scheme detracts somewhat from the readers' comfort, it is more than justified by the excellent order it maintains, and the facility a reader is afforded in finding a particular journal. It also discourages laziness and loafing, and, furthermore, enables two or three people to consult a paper at the same time. . . . They should be so constructed as to form a convenient angle—neither too gradual nor too steep. A leaning rail is sometimes provided at the base of the slope, but this is a matter of opinion; some librarians consider it of value, others do not. At the same time it must be admitted that rails (running the entire length of the slopes) do protect the papers from being damaged by readers leaning against them. These rails may be of wood or metal, and, where used, care must be exercised to see that they are strongly secured in brackets, otherwise much trouble is likely to ensue. Three to six inches is considered a reasonable distance between the slope and the rail. The titles must, of course, be fixed over the papers, and for this purpose numerous devices are adopted. . . . The majority of present-day papers contain an abundance of 'news'—quack advertisements, police news, betting information, etc.—which, tending rather to degrade than to elevate, it is not the duty of library authorities to provide. That the need for the suppression of certain items of 'news' does exist, and is recognized, as evidenced by the 'blackening out' process which has been in vogue since 1893. The writer was of the opinion that the suppression should not be confined to the betting intelligence, but should be extended to numerous other items. It is impossible, owing to space limitations, to deal at length with the suggestions; consequently, a brief explanation of the fundamental ideas must here suffice. The papers are to be cut into columns, and any objectionable portions discarded, and the remainder subsequently pasted on strips of brown paper, and displayed on the slopes. Nor is this all. A definite scheme of classification was proposed, primarily with a view to saving readers from wander-

Reading rooms—Continued.

ing from place to place in order to obtain reports on any given topic. . . . There are various ways of displaying the periodicals, but that of fixing them to the tables appears as serviceable as any. By this means a logical order is maintained, and the neat appearance of the room preserved. Revolving holders are preferable, as they enable readers to consult more conveniently the double-page plates which appear in so many of the periodicals. . . . Another method is that of keeping the whole of the periodicals out of the room, and to supply them only on application. . . . The periodicals afford much scope for extension work. There should, of course, always be a list of the titles of the periodicals exhibited in the room, but in addition to this, a classified list of the contents has been found of great value. Then again, much might be done to bring the reading room into closer touch with the circulating departments by placing lists of books inside the cases of the periodicals. The librarian should ascertain what books the library contains on the subject covered by a certain magazine, and after a careful selection of these is made, the books should be cataloged and annotated. This done, a list of the entries should be typed from the cataloging slips, and headed with a notice something to the effect that: "The following selection of books may be of interest to readers of this magazine. The volumes are available for home reading and consultation in this room, and may be obtained upon application. For other volumes of a similar character, please refer to the library catalog."

Roof garden reading rooms. *Dial*. 48: 345-6. My. 16, '10.

Roof reading rooms in the branches of the New York public library. H. O. Wellman. *Lib. J.* 35: 259-60. Je. '10.

In the circulation department of the New York public library five branches out of a total of forty are now equipped with roof reading-rooms. . . . As a rule, about one-half of the roof of the building is used for this reading-room, and protected around the sides by a balustrade, while overhead an awning is stretched across an iron framework, from which drop-lights are suspended for the use of readers in the evening. Small shrubs and flowers planted in boxes and placed in corners and along the balustrade relieve the bareness of stone and brick, and add greatly to the attractiveness of the roof. The tables and chairs used here are adapted for out-of-door service by a coat of waterproof paint. For reading matter the usual supply of daily papers and current magazines is provided. Books are not, as a rule, sent from the shelves to the roof in response to calls from readers, as no practical method has yet been found of keeping track of books distributed in this way, but readers are expected to obtain their books downstairs and have them charged at the desk before taking them to the roof."

Shelves around reading rooms. C. C. Soule. *Pub. Lib.* 14: 134. Ap. '09.

Notes on this article are given under the heading Shelving.

Records.

See also Accession; Accounts; Printed forms; Statistics; Work sheets.

Records necessary for the small library.

O. P. Coolidge. *Pub. Lib.* 14: 10-3. Ja. '09.

Notes on this article are given under the heading Small libraries.

Useless records. W. Hudson. *Lib. World*. 14: 179-80. D. '11.

Only an alphabetical register of borrowers is needed, a numerical register, and street, pro-

fessions and ages indexes are of practically no value. In recording issues of books the method of entering the borrower's number on the book-card and the book-number on the borrower's card is archaic. All that is needed in a stock register is "accession number, source, author and title, publisher and price."

Withdrawal record. C. Bacon. A. L. A. *Bul.* 3: 213-4. S. '09.

Recreation and libraries. See Libraries as social centers.

Reference books.

See also Indexes; Librarians' aids; Reference department; Reference work.

Additional books for reference use. M. G. Wyer. *Ia. Lib. Q.* 6: 2-4. Ja. '09.

Course in reference books. Milwaukee Normal School *Bul.* 7: 1-36. Ja. '11.

A suggestive list of reference books so arranged that all reference works of the same type are grouped together.

First \$100 for reference books. J. I. Wyer, jr. *N. Y. Libraries.* 1: 8-9. O. '07.

Guide to the study and use of reference books. A. B. Kroeger. 2d, ed., rev. and enl. O. xii, 147p. *\$1.50. '08. A. L. A.

"Six years have passed since Miss Kroeger edited her original list of reference works. In the present volume that list is enlarged and revised with thoroughness and care. . . . In glancing through Miss Kroeger's pages it is gratifying to note how steadily grows the supply of poetical concordances, those aids to exact quotation. Many students of agriculture are unaware that the United States department of agriculture, at Washington, issues a card index to its publications. It seems a pity that no supplement after 1904 has followed Mr. Larned's 'Literature of American history.' On page 11 Miss Kroeger mentions the engineering index published by the Engineering Magazine, New York. All the articles thus indexed may be had from the publishers of that magazine. In New York the publisher of the city directory exchanges with his fellow publishers in leading cities of the Union, in Paris, London and other foreign capitals. This practice is general, so that in most of our cities there may be found a useful library of directories, many of the volumes containing accurate maps of their cities. In her concluding pages Miss Kroeger gives a hundred selected titles as a suggestive list. In future editions it may be well to add another and much briefer list, naming small, cheap and good English, French, German, and Italian dictionaries, with, perhaps, two or three writing desk aids to ordinary correspondence." G. Iles. *Library Journal*.

Handbooks. K. Heinig. *Bibliothekar.* 1: 49-50. S. '09.

Loaning reference books. Minn. *Pub. Lib. Com. Notes.* 9: 27-9. D. '06.

The question of loaning reference books must be looked at with an eye to the future as well as the present. Books that are loaned do not last as long as those used in the library. Encyclopaedias are constantly revised and can be replaced, but it is difficult, sometimes impossible, to replace bound magazines. "Anyone has a right to expect all reference books to be at his disposal during the hours when the library is open." When one wants a reference book he wants it badly. It is well to have a rule that reference books are not to be loaned, with a tacit understanding that the rule may be waived, tho the breaking of the rule will usually prove unsatisfactory.

Reference books—Continued.

Popular reference books—how to use them. E. Moir. bibliog. Ontario Lib. Assn. Proceedings. 1911: 69-81.

The writer lists the reference works which in her experience seem to be the most popular, using "popular" in the sense of "most used." Dictionaries, encyclopedias, directories, gazetteers, and year books are included. In using reference works the item of most importance is the index. A work without an index is valueless unless the table of contents in some measure supplies the want. It will be a surprise to the librarian to find how few people know how to use an index, and when they have learned that it is arranged alphabetically some of them will disclose the fact that they have forgotten the alphabet. The reference librarian should go thru her year books finding out what each contains, noting their differences, and learning what each is especially valuable for. Sometimes after a long and wearying search thru many books the information wanted may be found in the encyclopedia nearest to hand.

Principles governing the selection of a reference collection for a great public library. W. D. Johnston. A. L. A. Bul. 3: 378-80. S. '09.

"With regard to accessibility of the general collections to the public, we can only observe that open shelves will not make a reference collection unnecessary; they will, however, modify the character of the reference collection, and may make it unnecessary to place any but ready reference books in the reading room. . . . Another administrative consideration in the selection of the main reference collection is the necessity of temporary reservation of special collections. One problem in connection with them is that of their relation to the special exhibits of the issue department. Where reservation is required by a definite body of readers there need be no doubt as to its desirability, but in cases where the subject is one of general the temporary interest it may seem better to exhibit the books in the issue department rather than reserve them in the reference department. . . . The number of necessary reference books is not large, and Emil Reich promises that it will never be large, that, indeed, it will become less. I am inclined to the contrary opinion, but, however that may be, it is interesting to note that the British Museum has in its reading room some 60,000 volumes; the New York public library plans for about 25,000 to 30,000 volumes; the Boston public library has about 8,500 volumes. All of these collections, however, include, in addition to works of ready reference, standard works and manuals. Miss Kroeger's Guide to reference books comprehends about 6,000 volumes and its annual supplements about 50 volumes each, not including annuals or new editions. This increase of nearly 1% a year does not appear formidable, and may conceivably grow less with an improved organization of the book industry. . . . The British Museum has found it desirable to issue a new edition of its list of books in the reading room once in 15 years, the John Crerar library once in 9 years, the University of Leipzig once in 5 years. . . . The cost of the 100 reference books selected for small libraries by Miss Kroeger is \$1474.65, that is about \$5 a volume. The cost of the entire collection would therefore not exceed \$30,000 and the cost of annual additions, perhaps not more than \$5,000. The largest libraries of the country, counting all except the Library of Congress, having over 300,000 volumes, expend for books and periodicals an average sum of \$46,077. These libraries, by an annual expenditure of 10% of their book fund for works of reference, can secure practically everything that should be added to their reference collections. But the average annual expenditure for all libraries having over 5,000 volumes is only \$1,922. Obviously, these libraries must devote much more than 10% of their book fund to reference books, and even then restrict

their purchases to the more useful general works, and particularly to those in compendious form. . . . All libraries will supplement the book collections in their reference departments by newspaper clippings selected simply with a view to supplying information not otherwise easily accessible. These should be destroyed as soon as their usefulness is over. They will also supplement the bibliographic information contained in their own catalogs by making accessible in the reference collections the more important subject bibliographies, and the more important library catalogs even if there are already copies of these in other departments of the library. Library catalogs like that of the Boston public library, the Shakespeare collection and the Columbia university list of books on education are especially desirable. They have all the value of bibliographies, and in addition, they show what volumes may be secured in other libraries or borrowed from them."

Principles governing the selection of a reference collection in a university library. W. Austen. A. L. A. Bul. 3: 375-8. S. '09.

"As a broad general working plan, a reference library may be laid down on these lines: 1. General bibliographies, cyclopedias (including biographical, statistical and geographical cyclopedias), dictionaries, yearbooks, and other cyclopedic materials, too general for subject classification. 2. Periodical literature of such a general character as experience has shown to include many references, current in literature. 3. Standard monographic works covering all branches of knowledge, classed by subjects. . . . Place all books wanted for reference in one logical, orderly group on shelves open to all classes of users. From these books allow the withdrawal of those needed for home reading, seminary and laboratory research, in all cases where experience has not shown that the greatest service to the greatest number requires the books to be kept in the library. In this way is attained the maximum efficiency at least cost."

Reference books for small libraries. A. B. Kroeger. Penn. Lib. Notes. 1: 4-9. Ap. '09.

Publisher's prices are given, but librarians should remember that many important reference books and sets may be bought second hand or at auction for much less than the published price. Bulletin 31 of the A. L. A. book buying committee has a comparison of the original price and the second hand price of several important sets.

Reference books for the small library. M. G. Wycr. Ia. Lib. Q. 5: 205-7. Ap. '08.

A list is given of books that should be found in the reference collection in every small library. Only general works are given and no attempt has been made to list books on different subjects.

Reference books of 1904; supplementing the A. L. A. guide. A. B. Kroeger. Lib. J. 30: 5-10. Ja. '05.

Reference books of 1905. A. B. Kroeger. Lib. J. 31: 3-7. Ja. '06.

Reference books of 1906. A. B. Kroeger. Lib. J. 32: 11-3. Ja. '07.

Reference books of 1907. A. B. Kroeger. Lib. J. 33: 13-6. Ja. '08.

Reference librarian's two-foot shelf. Pub. Lib. 15: 291. Jl. '10.

A useful list of books to have near the telephone for answering questions over the wire would include:—"A one-volume dictionary (according to taste), World almanac, Tribune al-

Reference books—Continued.

manac, Severance's guide to periodicals, American newspaper annual, Willing's press guide, Kent's mechanical engineer's pocketbook, Trautwine's Civil engineer's pocket-book, A B C telegraphic code, a book of quotations, Holt's encyclopedia of etiquette or any well-indexed book on etiquette, a receipt book (Henry's scientific American or Brann's).

Terminological dictionaries. J. D. Stewart. Lib. World. 12: 87-92. S. '09.

"The list comprises the principal English and polyglot dictionaries of special terminology. Dictionaries forming actual manuals of subjects are not included."

Two excellent cheap reference books. M. T. Wheeler. N. Y. Libraries. 3: 16-7. O. '11.

The two reference works here recommended are the Concise Oxford dictionary, adapted from the great Oxford, or Murray, dictionary, and the "Literary and historical atlas of Europe," issued by E. P. Dutton and co. in Everyman's library.

Reference department.

See also Reference books; Reference work.

Amalgamation of lending and reference libraries. W. C. B. Sayers. Lib. Asst. 5: 89-93. Ap. '06.

The reference department should be by itself and should furnish a place where readers will not be disturbed.

Applied science reference room in the Pratt institute library. il. Machinery. 26: 16-7. S. '06.

Delimitation of the reference library, with a note on specialisation. W. J. Harris. Lib. Assn. Rec. 10: 85-90. Mr.: Discussion. Lib. Assn. Rec. 10: 127-32. Mr. '08.

"It is imperative that all books should be available to the public for home-reading purposes. There is no dispute here in regard to those books that are obviously only suitable for reference use. Such books as dictionaries annuals and year-books; encyclopedias, atlases and gazetteers, and encyclopaedic works devoted to specific branches of knowledge; but when we come to consider the more general fields of literature, scientific and technical books, works upon art and its allied subjects, the difficulties of definition and separation increase. The question of size and price must of necessity be ignored, as this does not, or should not, determine the value or place of books in either department." Much money has been needlessly spent upon reference libraries. The value of a library does not consist in the number of volumes possessed but in the use to which they have been put. "Our municipal reference libraries are not used to an extent to justify the expenditure of much money upon them." Reference libraries would render better service if they are amalgamated with the lending department. Then the obvious quick reference books could be shelved either with the general collection or in close proximity to the home-reading department, and with easy access from it. This would afford greater economy of administration than the old system of two separate departments.

Library resources of low cost and high value. A. V. Milner. N. Y. Libraries. 1: 174-6. Ja. '09.

In establishing a successful reference department with a small outlay of money, first decide who the patrons of the department are likely to be and what will meet their needs. For current history and statistics, buy the New

York World almanac and the Chicago Daily news almanac. "With these and the Webster's International or the Standard Dictionary, the library is provided with brief information on a larger per cent of the subjects brought in." An encyclopedia is the next most convenient thing to have, but it should be first class. "There are often excellent opportunities to buy first-rate ones at bargains from reliable secondhand dealers. . . . For school reference work first-class text-books and school atlases are often better than cyclopedias and large atlases, and are much less expensive. A good assortment can be purchased for the price of a cyclopedia, and will supply many more people at once. . . . A valuable resource for study clubs consists of the travelling libraries that are to be had in many localities, made up on purpose for the work of woman's clubs. For material on important topics, apply to the H. W. Wilson Company, Minneapolis. They rent select assortments of magazine articles and pamphlets at low rates. Ask the same company for information about an index to a small number of periodicals prepared for the use of small libraries. These indexes to periodicals pay for themselves by the time they save in looking up magazine articles, and the amount of material that they make available for reference." Public documents can usually be secured for the cost of transportation, and "they treat almost every known topic. There is still difficulty in getting those that are needed without being overwhelmed with many more, but they are better managed than they were. To know what public documents there are on any subject consult the Superintendent of documents, Washington, D. C. For a free copy of any document apply to the representative of the congressional district. The Superintendent of documents sends a list of titles and prices. Check what is wanted and send the list to your representative. . . . Advertising booklets are useful for reference work. The best are beautifully gotten up, well illustrated, and reliable. . . . Another resource for school and club work is old magazines. People are often as glad to give them away as libraries are to get them. Complete files of good magazines are well worth preserving for reference. The others are made most useful by taking out the valuable articles and making separate pamphlets of them with manila paper covers."

Main reference department and the branches in the Cleveland public library. H. S. Hirshberg. A. L. A. Bul. 3: 368-70. S. '09.

Notes on this subject are given under the heading Branch libraries.

Methods of popularizing reference libraries. W. C. B. Sayers. Lib. World. 10: 4-6. Jl. '07.

"Select bulletins" giving the cognate works in the reference library are inserted in a prominent place in books in the lending library. These draw the attention of the student to other books and also constitute a brief reading list on the subject in hand. Besides they are excellent advertisements of the reference department.

Municipal library and its public; the reference library. J. Ballinger. Library, n.s. 9: 353-68. O. '08.

The average attendance at the Cardiff reference library "is between two and three hundred readers daily, a number largely increased by students of the University college during term time. The high schools, the technical schools, and other educational institutions supply a constant stream of students. The professional and commercial classes not only from Cardiff, but from a wide area round, keep us regularly employed. It may be a lawyer looking up the points of a case bristling with terminological or technical difficulties, or an expert from a great works in search of a solution to some scientific problem arising in the works, or seeking a description of some new process or

Reference department—Continued.

piece of machinery. Then we always have a certain number of readers engaged in transcribing manuscripts, and looking up references and authorities from some literary work. . . . No restriction is placed on the admission of readers to the reference library. A ticket, filled up at the time for each book required, is the only credential demanded. Manuscripts and other works of exceptional value are, however, not lent without reference to a senior officer, and in most cases the applicant is given a table in an inner room and every precaution is taken to prevent and detect damage. So far we have been singularly free from abuses; I cannot recall any instance of a manuscript being injured."

Municipal library's most expensive and least useful department. E. A. Savage. Lib. Assn. Rec. 7: 429-42. S. '05.

Mr. Savage maintains that many of the books now kept in the library as reference books should be put on the circulating list.

Reference department; preprint of Manual of library economy, ch. xxii. E. C. Richardson. 9p. bibliog. pa. 10c. '11. A. L. A.

Reference issues. G. Mackenzie. Lib. World. 11: 159-60. O. '08.

A plan is presented for obtaining an accurate statement of the number of books issued in a reference department which has open access.

Reference library: plans and arrangement. T. E. Turnbull. Lib. World. 10: 37-40. J1. '07.

Reference work in the New York public library branches. H. M. Lydenberg. A. L. A. Bul. 3: 366-8. S. '09.

Science reference room. Sci. Am. 95: 486. D. 29, '06.

In the applied science reference room of the Pratt Institute free library there are "nearly a hundred trade and scientific papers, giving the latest news of the industrial world. There are besides over fifty of the labor union papers, of which a file is preserved. The publications of the United States patent office are kept here also, and are used daily. . . . A large collection of trade catalogues furnishes the very latest information in many lines, and is being enlarged constantly. . . . One new feature of the room is a collection of mounted cuts of machines and mechanical devices. A man looking up a new form of chuck, for example, will find a score of cuts showing different chucks, and among these may well find some that will be of service to him."

Suggestions on the planning of an ideal library: an utopian forecast. W. J. Harris. Lib. Asst. 5: 86-9. Ap. '06.

Mr. Harris advocates shelving reference books with the other books. "Thus all books on specific subjects would be brought together. In many cases the reference department is the least used but the most expensive department of the library."

Thoughts on the reference department. H. Barlow. Lib. Assn. Rec. 8: 647-53. D. '06.

"We are all agreed that dictionaries, encyclopedias, gazetteers, atlases, directories, annuals, university calendars, and other publications that fall into the same category, are essentially works of reference, and that these should constitute the bulk of this department. Works written on the industries, arts and other special features of the town or immediate country in which the library is located, are housed in

this part of the library; so also are the local collections. . . . Bequest collections are generally assigned to the reference department, there to rest peacefully on the shelves of glass-fronted book-cases—probably under lock and key. There they remain more pleasing to the eye than useful to the mind, until they decay thru want of reasonable usage and the ravages of time. The public would derive just as much benefit from them were they used to adorn the graves of those who formerly possessed them. . . . No book of reference, unless it be a duplicate, should be issued for use beyond the walls of the library, that is, during the hours the library is open. But on the practice of lending books of reference to readers at closing time at night on the condition that they return them at opening time next morning, no comment is offered; it is a privilege for which many readers would be grateful, but a procedure entirely at the discretion of the librarian." Open access should surely be had to the reference department. "What can be more provoking to any man than to rush into a public library to consult a time-table, and to find that he has missed a train thru time wasted in being obliged to fill in his name, address, and occupation on a slip of paper? To a student having occasion to consult perhaps twenty or thirty works of reference during one visit to the library, what can be more harassing than the obligation to go through the same formality in the case of each book required? Committees have no moral right to place these restrictions on the use of books."

To popularize reference libraries. A. J. Hawkes. Lib. World. 9: 433-7; 10: 328-31. Je. '07, Mr. '08.

It is lamentable that reference libraries generally are little used. The Bournemouth central library (England) has tried with success the following plan for calling the attention of readers to books of reference. "In a book belonging to the lending department a slip is inserted, on which is entered the names of works on the same subject contained in the reference library. The slip is fixed in front of Chapter I., where it is sure of being seen by the reader." At its foot is a note stating that such books will be lent to students at the discretion of the librarian.

The slips inserted in books calling attention to books on the same or allied subjects have proved to be very satisfactory in the Bournemouth library. Reference books are lent for home reading upon special request and have always been promptly returned.

Reference work.

See also Bibliography; Clippings; Legislative reference work; Libraries. Use of by the public; Libraries and schools; Municipal reference work; Reference books; Reference department; Special libraries; Workingmen and the library.

Amount of help to be given to readers. W. W. Bishop. Lib. J. 33: 264-8. J1. '08; Same. A. L. A. Bul. 2: 327-32. S. '08.

The average college freshman knows little or nothing of how to use the various helps in the library and, as a rule, very little attempt is made by the instructors to teach the students an intelligent use of the library. It then devolves upon the librarian and assistant to supply this want. As most readers ask questions at the loan desk, it is advisable that the reference librarian be in close touch with the loan desk assistants. "If the library is at all large, it is frequently helpful to have a small leaflet printed to explain the methods of securing books." It is also advisable to have some one in charge of the card catalog whose chief duty shall be to assist the reader in its use. "There are problems as to the amount of aid to be attempted in nearly every department of reference work and loan desk service. Many of them arise from the inexperience of readers—others

Reference work—Continued.

from the insistent demands of scholars. We can provide against the first by the organization of our own force and by the gradual process of education in using books. The only limit we care to set to our response to the second sort is that of our means. Give us the men and the money and we will take care of the growing demands of the trained workers."

Branch reference work in the Boston public library system. H. G. Wadlin. A. L. A. Bul. 3: 364-6. S. '09.

"Reference work at the branches and reading rooms is largely performed in co-operation with the public and parochial schools, and other educational institutions in the immediate vicinity; or to meet the needs of students from higher educational institutions who may live in the vicinity, and who for that reason may prefer to use the station instead of the central library. The demand from year to year may therefore be gauged and arranged for in advance; and teachers are invited to submit advance lists of such books as may be required from time to time, and these volumes may then be set aside on reserved shelves for the use of pupils or students, and supplemented by relays of books drawn from the central collection for the time being. A certain amount of club reference work and work for study classes is to be expected each year, and there are sometimes especial needs due to local conditions in particular districts which are met by deposits of special books from the central library. . . . It is perhaps obvious that in a library so large as ours, relying principally on a card catalog which requires much space, it is impracticable to maintain at the different branches a complete catalog of the reference and quasi-reference books contained in the central building. But, in view of the accessibility of the central collection, this duplication of catalogs is hardly needed. And the library for many years has issued bulletins and special reading lists of central material, all of which are available at the branches for use in calling books from the central library."

Children's reference work. E. E. Burdick. N. J. Lib. Assn. Rept. 6-7. O. '06.

Notes on this article are given under the heading Children's department.

Co-ordination of the various departments of an open access library. W. McGill. Lib. World. 10: 246-8. Ja. '08.

In the open access library blocks on the shelves with labels stating where other material on the subject can be found would be of great value in drawing attention to the reference department and to periodicals.

Educational value of reference room training for students. W. Austen. A. L. A. Bul. 1: 274-7. Jl. '07.

The first step in developing the individual in so far as he uses the library for educational development is the ability to use the knowledge already acquired. The next step is to arouse his interest in some subject about which books can be given him. A third step lies along the line of developing a capacity of seeking for himself books wanted, either specifically or on some subject. The stimulus for arousing interest in subjects comes first from the teacher. The stimulus emanating from the librarian may take the form of one or more general talks to the students in order to arouse if possible an interest in books. These talks may be supplemented by printed directions about the catalog, indexes, etc. The best way is to so arouse the students that they will elect a course in bibliography.

First years of reference work. J. Warner. Lib. Asst. 5: 84-5. Ap. '06.

Information bureau: an undeveloped possibility. F. J. Patrick. Lib. Asst. 8: 10-6. Ja. '11.

"The arrangement of all available material in such a manner as to secure the greatest possible utility with a minimum expenditure of time, is the all-important consideration of to-day, and, as we well know, its influence is felt in the public library just as it is in the work-shop or office." Research work is unsatisfactory in the majority of English libraries to-day, hence the need of an information bureau to organize such work, all results of work should be put on record and filed so that no search would need to be made twice. Miscellaneous essays should be indexed as should illustrations, portraits, maps, etc. "Another useful duty . . . would be the indexing of useful periodical articles immediately upon the receipt of the periodicals containing them. This would be especially useful in the case of scientific, professional and trade articles." A further accessory to reference work is the making of clippings from newspapers and periodicals. These should be placed in envelopes and arranged by subjects.

Information bureaus in libraries. H. Krauss. bibliog. Lib. Assn. Rec. 12: 14-22. Ja. '10.

"The 'Information bureau' is an extension of the reference library, and its chief object is to relieve that department of some of its work. To enable this to be fully realised the bureau must, first of all, be placed in a prominent part of the building, and secondly be stocked with a good selection of quick reference works; these need not exceed 3,000 volumes, but this is a matter for the librarian to decide. . . . To ensure further the usefulness of the bureau it should be connected with the central and branch libraries by a private telephone, and an exchange wire should be installed for use by the public. The assistant appointed to take charge of the bureau ought to have had at least three years' previous training in a reference library, and great care should be exercised in appointing him. He must be quick, intelligent, and courteous. A knowledge of two or more languages is made a condition of appointment in some American libraries, the languages required being those most in use in the surrounding district. Another qualification of an assistant should be the ability thoroly to understand the requirements of each reader, as incorrect information may call forth unnecessary abuse as well as waste time. The possession, also, of a good memory will enable him to save labour in tracing information that he has already been asked for; and a register of inquiries if kept will save still more. A knowledge of the scope and use of the various quick reference works is an essential of good work. . . . What may be called subordinate to the bureau, but is in use in many libraries in its stead, is the information desk. The counter in the reference library is often used for this purpose whilst in other libraries the desk is given the name of information bureau. The function of the information desk at the Croydon public libraries is that of a register of inquiries, chiefly those that do not occur in every-day work. This register is kept on slips, 5 x 3 ins., one question being entered on each. The method of procedure is as follows. When the assistant has obtained the books containing the necessary information they are given to the reader. On their being finished with, a list of the books is made and the name and address of the reader ascertained. A slip is then made out with all the particulars relating to the question, the author and title of the books used being entered on the back of the slip. If a reader inquires for information by letter the initials of the assistant who answers the query are entered in a space provided for the purpose. This also applies if the question is answered at the library, or if a list of books is supplied. A selection of the questions answered during the year is listed in

Reference work—Continued.

the annual report of the library, including those which could not be answered. . . . The slips are arranged in alphabetical order of queries behind guides lettered: Current year; Information given; Information not given, and Previous years, the rest of the divisions here being the same as the first section. . . . Perhaps the best means of keeping a permanent record would be by compiling a reading list of which at least three copies should be made, one for the reader and the others for the library. The preservation of copies of the various lists compiled by the library will in time form a valuable collection of material on miscellaneous subjects. . . . An excellent way of acquainting readers with the resources of the library, and a work that can very well be performed by the assistant in the bureau, is the publication of occasional reading lists. The subjects can be selected from every-day happenings, as, the centenary of some noted person, a bye-election, and various other topics. . . . The preservation of newspaper cuttings on topics of interest, which have been or may be asked for, ought to form the chief item of the routine work of the bureau. Great care will have to be exercised in the selection of the cuttings to be preserved, or a large collection of material of little practical value will result. . . . A new feature of information bureaus is the establishment of a telephone inquiry at Cardiff. This inquiry department is in the newsroom, being placed in charge of an assistant who has near at hand a telephone and a good selection of directories, year books, and other material. Business people can telephone their wants to the library, perhaps an address, the assistant looks it up and telephones the answer to the inquirer. If books are required, these are got ready for the reader, so that he may commence to work on them as soon as he reaches the library, instead of having to wait for books as is usually the case."

Information bureaus in libraries. Lib.

Asst. 6: 341-2. My. '09.

The development of a ready reference desk, equipped with guides, directories, annuals, indexes and a telephone after the manner of development in American libraries is advocated. "The assistant at the bureau must have a knowledge of bibliographies, indexes, encyclopaedias, gazeteers and dictionaries far beyond that possessed by the average British library assistant. He must also be conversant with the values of the various maps and similar diagrammatic matter published. The indexing of portraits, the illustrations in notable books, fugitive bibliographies which accompany most modern books, the contents of composite books and similar things should be readily in his mind."

Information bureaus in public libraries.

R. E. Smither. *Lib. World*. 13: 99-106. O. '10.

A public library bureau is an office where readers may obtain assistance in their search for information. The bureau referred to here is not to be confused with the information desk which already exists in most libraries for the purpose of answering inquiries concerning the issuing of tickets, etc. The aim of the bureau is to promote the "research of scholars and students who use the library; to answer inquiries which require searching among the books on the shelf to answer; supplying a reader who is investigating some special topic with the various works bearing on the subject; assisting readers of various grades of intellect in obtaining what they want; helping readers who come simply to consult books of reference to find the one in which is the information they seek; the instruction of the younger and less experienced readers in the intelligent use of reference books; and in many instances when a book asked for is out, supplying another on the same subject." In many public libraries the reference department is an information bureau in itself, but owing to press of work the reference librarian is seldom able

to give to readers the time he would wish. An information bureau would relieve the reference department. In a smaller library where reference work is lighter the establishment of such a bureau is not advised. In the lending department of the library a bureau will be found equally useful. Many borrowers who come to the lending department are very ignorant regarding books. It would be the place of the bureau assistants to guide and direct them in their selections. In a closed indicator library the need of an information bureau is very obvious. "A bare catalogue entry, unless well annotated, is in many cases no clue to the real nature of a book; but if a bureau is handy such information can always be supplied. Of course much more work will be made for a bureau in a closed lending library, as every book would have to be fetched for readers to see, and the need for lists of books on fugitive subjects will be greater."

Bureaus have been established with success in college libraries. "Professors, masters and other instructors use them for aid in preparing lectures and essays, and especially for comparing authorities. To supply them with all possible help it is necessary that the contents of books in the library should be well indexed; for every scrap of information available is often necessary on some subject. To be able to supply such information quickly is another thing which is greatly to be desired; and this latter detail could be facilitated still more if assistants in a college library specialised in some subject, preferably a subject which is always being taught in college. The average college student has little or no idea of catalogues or how to use them, and trusts to his own efforts to find out what books he wants. But instruction should always be given and a series of half-hour talks explaining various library arrangements to students in a college would be useful." The work of preparing reading lists on subjects of timely interest or to supplement extension lectures would be one of the functions of the bureau. It should also collect the catalogs of other libraries. "Up to the present time there seems to be only one main reason against the establishment of a bureau, viz.: the ordinary staff in the various departments of a library would not trouble to aid readers themselves in any way, but send them to the bureau. No doubt this might be true of lazy or indifferent assistants; but, on the other hand, the amount of assistance which counter assistants will render will soon be regulated, for, of course, all information which cannot be easily found, or the searching for which throws the departmental routine out of order, will necessarily go to the bureau; that is what it is established for. . . . Public libraries to a certain extent rely too much on mechanical methods for aiding readers, and thus lose to themselves the most vital opportunities of usefulness. Bureaus are a more practical guide to the contents of the library than anything else in use, and allowing for the good influences of annotated catalogues, counter show-cases, book exhibitions, topical reading lists, and all other aids towards indicating the best books on any given subject, there is still room for personal assistance to readers; in fact, the personal contact of librarians with readers is essential."

Library and the newspaper. A. N. Brown.

Wash. Lib. Assn. Bul. 3: 1-3. Ja. '07.

"Not all newspaper men are appreciative of what a mine of information, what a splendid aid to him in his work is the up-to-date public library, with its card index systems, its trained assistants, its store of standard reference works and its great accumulation of periodical publications. Those who have learned the value to them of a public library are the firmest friends of the library movement that can be found. . . . The good librarian should make it a point to study newspaper needs, and to learn newspaper requirements, for in so doing he benefits not only that particular newspaper or writer, but all the readers thereof, and I

Reference work—Continued.

take it that the object of the good librarian is to make the stored knowledge of his library available to the largest number of persons possible. Thus, when a club reporter appears some day and says that his managing editor has sent him to get some facts about the organization of the steel trust, to be used in an editorial, the librarian should be able by his periodical indices and his card catalogs to produce every important fact about the organization, for few of the monthlies and weeklies have failed to treat the subject at length in recent years. Again when a special writer, handling an historical topic, wants to know some facts and dates about the operations of the Hudson bay company in the Pacific northwest in early days, the librarian ought to be able to produce not only the several books on the subject, but also references in periodicals and in books that treat of other subjects chiefly and of this only indirectly. All a library contains about the Hudson bay company is not found in books that bear 'Hudson bay company' on the title page. In other words, a topical index is quite essential."

Limitations of reference work in branch libraries. C. E. Wallace. A. L. A. Bul. 3: 362-4. S. '09.

"The problem of the branch librarian is to give the branch borrowers as generous service as is possible, within the limits which the branch cannot legitimately exceed as a department related to a central library and other branches. While the collections of a branch must be made as broad and varied as is suited to its purpose, the branch must depend upon the central library for a large number of books—expensive books which it would be extravagant to duplicate, and books for which there is only an occasional call. . . . The provision for reference work in the branch libraries of Pittsburgh is the following: Each of the branches is furnished with a collection of the more essential reference books. The adult reference collections vary in number from between two and three hundred titles in the smaller branches to between three and four hundred titles in the larger branches. The number of current reference magazines varies from a list of about seventy to nearly a hundred titles, including a fair proportion of technical magazines. These magazines are kept at the branches for two years, the file is accessible to the public, and constitutes our only file of reference magazines. Magazines bound for circulation, which may be on the shelves when needed, are sometimes consulted for reference. . . . The branch libraries own collectively a set of the Abridged Poole, which is kept at the central library; and each branch contains the Abridged Poole indexes, supplemented by the Readers' guide to periodical literature. Magazines and books may be obtained from the central library regularly three times a week by messenger, and in urgent cases more frequently by special messenger. This plan always means that the reader applying at the branch for a subject which is treated satisfactorily only in the bound volumes of magazines, must either return to the branch a second time or go to the central library for this information."

Literary aids. A. H. Fudge. Lib. World. 10: 315-7. F. '08.

Misdirection of effort in reference work.

J: C. Dana. Pub. Lib. 16: 108-9. Mr. '11.

Mr. Dana contends that there is an "undue waste of library time, under present practice, in searching for answers to questions of trivial importance." It might be regarded as a sign of "higher efficiency for the library to inform the inquirer 1, that the question is one that cannot be answered adequately there (but may be in such another institution, bureau or office elsewhere), or 2, that it is a question the answer to which may exist in designated material

but must be sought by himself; or 3, that the library time already put upon it has now reached the limit of what can be expended without injustice to other work or other readers." Mr. Dana also contends that "the prime duty of the library was not to answer the question, but to instruct the inquirer in the use of the material by which he may secure the answer for himself."

Mistakes of the bureau of information. Lib. J. 30: 341. Je. '05.

Place of the library in high school education. F. M. Hopkins. Lib. J. 35: 55-60. F. '10.

Notes on this article are given under the heading Libraries and schools.

Reference libraries and reference work. F. M. Staton. Ontario Lib. Assn. Proceedings. 1911: 64-9.

The author defines a reference library as "a collection of standard works of information on all subjects, always at home to callers, and available for use on application at the shortest possible notice. It should represent every department of knowledge, both in a general and specific way. Books not designed to be read thru, but to be consulted for information which one portion of the volume may contain independently of the other parts, and books which may or may not be read thru at the will or discretion of the readers. . . . It is a place where students and all seekers after knowledge find a common meeting-ground, a place that is brought in touch with all classes of society, with schools, colleges and universities; with workshops and factories; with clubs and with churches and Sunday schools; in fact with all sorts and conditions of people, irrespective of colour, race, age, or sex, who come to this great university of the people for guidance in research in any and every subject, no matter how trivial or how important. It is a place that has become in the highest and truest sense of the word a helper to knowledge and a decided factor in education." But to own a collection of reference books is not sufficient. Toronto had a reference library long before anything that could be termed "reference work" was carried on by the library. "By reference work in the abstract is meant that department of library work which deals with the systematic assistance given to readers in their use of the contents of the library, to guide the enquirer as to the best means, and the shortest way, in the least possible time to the material for the subject on which he desires information. It is to supply material available on every subject and topic, no matter how prosaic, or otherwise; to be deft and quick in meeting the needs of the people, be they expressed ever so feebly or realized ever so imperfectly; to teach readers how to find articles and other material on the subject upon which they are at work. It exemplifies the truth of the saying, "An education consists not so much in getting knowledge, as to know how and where to get it when the need arises."

Reference problem of the state library. F. L. Tolman. A. L. A. Bul. 2: 334-8. S. '08.

"Specialization in reference work will be determined by the degree of the specialization of the library itself and the extent of the use of the collections. In a well equipped library the following may be considered normal: a law librarian, a legislative reference librarian, a curator of public documents, an archivist who shall have charge of the public records, their custody, searching, editing, calendaring and publishing, a specialist in technology and science. These specialists will have large advisory power in book selection, will be responsible for the efficiency of their departments, have charge of correspondence relating to their special fields, develop the special indices and reference methods and superintend the biblio-

Reference work—Continued.

graphic work in their respective departments.

Reference work with state officials presents difficulties not in evidence in other types of libraries. The reference staff must hold before it the ideal of contributing a large impulse toward efficient government. They will appreciate the magnitude of the service they might render and will deplore the gulf that sometimes seems fixed between them and the state officials. It is their part to collect all information bearing on the subjects of governmental activity and the problems of legislation, to provide indices and bibliographical apparatus to make this readily if not immediately available and to digest, abstract and otherwise predigest much of this material for official use, and in all ways to be of service to the state."

Reference use of public documents. A.

Marple. D. 7p. n.p. '07. Des Moines public library, Des Moines, Ia.; Same. Lib. Work. 2: 107-10. Jl. '08.

Notes on this article are given under the heading Public documents.

Reference work. L. M. Clatworthy. Lib. J. 31: C263-5. Ag. '06.

Mr. Dewey says reference work is "systematic aid to readers," and adds "The rapid development of reference work comes from the recognition of the library as an educational force." Effective reference work can only be done when a library is well classified and cataloged. Then the librarian should know his community. One of the ways to serve inquirers is to teach them to help themselves. This training in the use of books should begin in the schools.

Reference work at the University of Illinois. Pub. Lib. 12: 225-6. Je. '07.

"Explicit typewritten directions explaining the rules of the library regarding reference books and the use of the catalog, relieve the reference librarian of a number of questions." Periodicals are treated as reference books. Certain books not usually regarded as reference books are, when needed for special work, placed on the shelves in the reference room, and this simplifies the work at the reference desk. Periodicals are separated from reference books and bound sets of the more popular ones are placed on open shelves in the reading room. A course in general reference is given early in the school year to the students. This relieves the reference desk and also adds to the working efficiency of the students who take it.

Reference work in a branch library. E. Witham. Lib. J. 35: 206-7. My. '10.

Reference work in a small library. M. Banks. Wash. Lib. Assn. Bul. 2: 5-7. Ja. '06.

"Reference work is about one-fourth a knowledge of books, and about three-fourths the ability to find out clearly what is wanted. So often a timid inquirer, unwilling to show his ignorance, will ask to be shown the scientific books, when in all probability he is in search of the location of some small town, or some equally foreign subject. Judgment is also almost as necessary as a knowledge of the books, tho both will, in a measure, come with experience. A boy or girl, and many an older person as well, is often appalled by the abundance of material furnished by the zealous assistant. One must not give a small boy, whose teacher has told him to find out something about coal, Roscoe & Schorlemmer's Treatise on chemistry, nor must the ordinary inquirer be discouraged by being presented with every article that has been written on the subject. . . . Even with a small book fund it pays to buy a few reference books, which may readily be made to answer the questions of your public. The majority of the patrons of a public

library want only a little information on a subject, but they want it quickly, often preferring to go without rather than wait for it. Even those who are willing to search for what they want, do not, as a rule, care to know what has been published on a subject, but what their own town library has on it. . . . In selecting reference books, beyond a few of the more general ones, one must consider the people in the town who are most apt to come to the library. . . . However, all libraries whatever their constituency, should have certain books of reference, and I would advise all, no matter how small, to subscribe for a certain number of periodicals, to be preserved as reference books; selecting those indexed by one of the monthly cumulative indexes to periodicals; also as many as possible of those indexed in the bound volume of the 'Readers' guide to periodical literature.' This covers only the years 1900-1904, the periodicals included in it are, therefore, within the possibility of most book funds."

The New International is the best of the encyclopedias and the Standard the best dictionary. The World almanac, costing twenty-five cents contains a marvelous amount of information. The Statesman's Year book is necessary. Lipincott's Biographical dictionary covers the biographical field. Harper's Book of facts gives historical information. Hoyt's Cyclopaedia of practical quotation is the best book of quotations. Kroeger's Guide to reference books gives a list of the best reference books on all subjects. "Before closing, I wish to emphasize the aid to the small library of certain government documents (tho by no means would I advise all of them), and the importance of the librarian familiarizing herself with the contents, of at least the Reports of the census; the Yearbooks, Annual and Special reports and Farmers' bulletins issued by the department of agriculture; the annual reports, bulletins, mineral resources and water supply papers of the Geological survey, and all of the publications of the Bureau of labor, now called the Department of commerce and labor. To these I should like to add the U. S. Commissioner of education's latest report, if no other. . . . As nearly all of these may be had for the asking, there is no reason why every public library should not make use of them. Yet it is surprising to find how very many reference librarians, even those of years of experience, are ignorant of the interesting and valuable material to be found in government documents, and continue to view them merely as volumes of uninteresting statistics and nothing more."

Reference work in a small library. I.

Pierce. Lib. Occurrent. 2: 9-10. O. '08.

"In order to bring about the best results, the library ought to possess a special room for its reference work. This room should be well lighted; should have plenty of shelving; good ventilation and a comfortable, homelike atmosphere." The books "should be carefully and systematically arranged upon the shelves; they should not be crowded; they should be up to date, and the best editions should always be chosen." The librarian "must know their scope, their comparative value and peculiarities, and she should be familiar with their indexes, tables of contents, date and the reliability of the information which they possess. . . . In order to give the right book to the right man the librarian must be perfectly familiar with the character of the material in the different books, and this means work. After the dictionaries, encyclopedias and special reference books have been exhausted, then comes the great boon to the small library, the magazines. . . . To make any use whatever of the magazines demands that the librarian have and thoroly know the use of the various indexes, such as 'Poole's index to periodical literature,' 'Readers' guide' and the many special indexes. . . . All indexes that are practical and working indexes should, as far as possible, be a part of every small library. For it is entirely by the use of these aids that the librarian can best help her readers. Besides the indexes there is an immense amount of bibliographical

Reference work—Continued.

material that the librarian must have at her fingers' ends. Special lists should be carefully hoarded and used at the proper time, and thru use of them make use of the books. It is only thru the use of these guides and the knowledge of how and when to use them the librarian gains command in the use of books." One great aid to reference work is the card catalog and this should be used both by the librarian and public in learning the resources of the library.

Reference work in a small library. M. Van Buren. Minn. Pub. Lib. Com. Notes. No. 2: 1-4. Mr. '05.

The patron is usually unfamiliar with reference books and the system of the library. Meet him more than half way "and make him feel that his interest is ours." Do not waste time in putting volume after volume before a worker when he wants only facts not a full treatment of the subject. Preserve on cards or slips "references which have required time and considerable of search to prepare, as they are certain to be called for again. If the cards are dated, new references can be added as they come in without loss of time in finding out just what dates the last references included." Work on club programs during the summer. Students need a great deal of guidance before they become independent in the use of library tools. Meet the classes in groups and explain the arrangement of the books, the use of the catalogs and of the periodical indexes to them. "The books for circulation can be made most useful to reference workers if they are copiously analyzed when cataloged."

Reference work in colleges. H. R. Mead. Lib. J. 30: 284. My. '05.

"Reference work is an important branch of library administration, and one that can not be too well cared for. In its college aspect it should be to the student the most important department of the university library. . . . The essentials for success in reference work may be summed up under four headings: (1) Concentration of authority in one person of experience and ability; (2) suitable records; (3) good selection of books; (4) convenient accessibility of the books."

Reference work in public and in college libraries. W. B. Briggs. Lib. J. 32: 492-5. N. '07.

Practically the same collections of books are found in college and public libraries. In the college library however many books are reserved while in the public library there is more call for the patent office publications, state and municipal documents, local histories and genealogies. In the elementary college classes little work is done beyond the required reading. Advanced students usually go to their instructors for help. Because specialists in every subject are available at a college much responsibility is taken from the reference librarian. Yet he should be both practical and well educated for he can do much to help both teachers and students. The public library should ask the aid of specialists more often than it does. To-day the workers are testing the efficiency and value of the reference work in public libraries. Practical questions are asked and definite needs are presented and the reference librarian should do his utmost to help everyone. Especially should he be ready to help the city legislators.

Reference work in small libraries. N. C. Lib. Bul. 1: 53-7. D. '10.

The librarian should become thoroughly familiar with the reference books, should have tact in knowing when to offer aid and when to refrain, ability to turn quickly from one subject to another, knowledge of human nature and infinite patience. Above all experience is

indispensable. Reference books should be studied with reference to their scope, manner of treatment and form of arrangement. A list of reference books is given.

Reference work in the library. W. O. Carson. Ontario Lib. Assn. Proceedings, 1909: 22-35.

A line ten feet long might represent the importance of the whole library. "A line four feet long would represent the reference department; three feet long, general circulating works; two feet, children's general circulating works; and one foot, fiction. . . . No library should have a separate reference room, unless it have a separate reference librarian, and all bona fide reference works kept in the reference room." One library enlarged its reference room and put all the fiction in it, opening a reference room in the stack where the fiction was kept. It is near the delivery desk where the attendants can aid in the guidance of readers. More people by 200 per cent use it than used the former unattended reference room. "The principal qualifications for reference work are: education, experience in the 'world school,' tact and resourcefulness. . . . The assistant librarians who are expected to assist in reference work should study the reference works of the institution and also have some knowledge of the important works on important subjects. The assistant should first read the title-page and preface or introduction of each of these books, where the purpose of the book is usually stated. Then examine the book for special features, including indexes, cross references and bibliographies. Points to be noted are: The authority for the article, its arrangement, the date, the treatment of the subjects, whether technical or popular, whether concise or extended. As the student progresses, she must not confine herself to the reference works, but consult the best books on any subject for fuller, and sometimes more authoritative information. Many text books are the best reference books on special subjects. The student should always glance through the new books, government reports, and the like, that are being added to the library from time to time. We prescribe a certain amount of this study for the first, second and third year study courses for new appointees, and the test examination at the end of each year will show whether attention has been given to the prescribed course or not. All assistants who are expected to assist in reference work should be perfectly familiar with their cataloger's rules and her practices as well." When other sources of information fail use the periodicals and an index to their contents. Important articles in magazines that are not indexed and clippings are useful. Pamphlets and clippings can be placed in envelopes, filed in cases and shelved. Cards of some special color in the catalog will indicate the pamphlet collection. "Special reference lists or bibliographies are very useful and they are great time savers as well, to both to the staff and your patrons. To adopt these very valuable aids to reference work, only requires the desire on the part of the staff to have them, and that they acquire the habit of making them. On every important subject looked up in an exhaustive way, a note should be made showing just what books, magazines, pamphlets and clippings contain valuable and the best information on the particular subject, class number, author, title, chapter and page should be noted. Vague reference should never be noted. Special reference cards should be made for all public holidays, and for all the stock references that are asked for, and those that you know will be asked for."

Reference work in the school libraries. R. Ely. Minn. Pub. Lib. Com. Notes. 2: 75-7. N. '07.

A list of useful reference books is given with suggestions on the way to teach pupils how to use library catalogs, general indexes and reference books.

Reference work—Continued.

Research work in public libraries. J. B. Thomson. *Lib. World*. 9: 320-3. Mr. '07.

"It is in answering questions and directing readers to the best sources of information, that librarians and their assistants can show their true usefulness. Their utility in this respect, convinces the general public that their knowledge of books extends beyond the title page. 'A library' must furnish counsel to those who use its treasures. The ideal public library is a realization of the people's university, supplied with instructors—whatever name be given to them—fully competent to guide and instruct its pupils, and to make its books of incalculable value to them."

Reference work with children. E. Straus. *Children's library*. Ohio State Lib. 9-15.

Notes on this article are given under the heading *Children's department*.

Reference work with schools in the Indianapolis public library. F. L. Jones. *Lib. Occurrent*, No. 12: 4-6. Jl. '08.

Notes on this article are given under the heading *Libraries and schools*.

Shy enquirer. J. D. Brown. *Lib. World*. 13: 365-8. Je. '11.

Some phases of reference work. J. B. Kaiser. *Lib. J.* 36: 454-6. S. '11.

If the library cannot answer the questions asked at the reference desk, then call up by telephone citizens who can. "In the city hall, newspaper offices, banks, business houses, state departments and university are men whose time is devoted to special study of special subjects." It is of great value to check bibliographies by your own resources. Remember there are bibliographies at the ends of encyclopedia articles, that the Warner library gives synopses of noted books, that the Decmal classification is a good reference book and so is the *World's almanac*.

Subject hunting: reference department. A. J. Hawkes. *Lib. World*. 10: 156-9. O. '07.

"The primary duty of a reference library assistant is to aid enquirers in research." This is an onerous and exacting duty and its performance may make or mar the reputation of a library. Whoever does it "needs to know the 'scope' of practically every volume under his charge." He should make note of any unfamiliar words and then at odd moments should look these words up in the dictionary. He should also "make a careful study of biological orders." Encyclopedias and text-books should be shunned unless one is already familiar with the subject. When a subject has once been looked up make note on a card of articles about it, and file the card for future reference.

Subject indexes. H. W. Wilson Co. Lib. *World*. 10: 332-5. Mr. '08.

A criticism of Subject hunting: reference department, by Arthur J. Hawkes, in the *Library World*, October, 1907. The idea of making a card index for inquiries that have been looked up is good "provided this labor of index making does not duplicate the much more economical and ready-made indexes which are so cheap as compared with individual effort. For example, the annual *Readers' Guide* for 1907, if built on the card index plan, would require a cabinet of about sixty trays, and the cards and cabinet would cost much more than \$100, while the entire index in book form costs \$6 a year. How can Mr. Hawkes justify the tedious making of indexes by individuals while the cost of the cards he would require in making a very

small and ineffective index would be more than the equivalent of a sixty-drawer card index, adequately done?" The value of periodicals in reference work is shown in the following from the *Library Journal*, 1897, page 65 of the conference number. "In addition to the usual reference books, by all means have the sets of bound periodicals stacked in the reference room. . . . When there is free access to the shelves, very little assistance from the person in charge will enable visitors to use indexes compiled by Dr. Poole, Mr. Fletcher, and the Cleveland public library, and with these guides, teachers and students, members of clubs and debating societies, scholars and newspaper reporters will be able to find for themselves the latest word of the best authority on their respective subjects." And by Mr. Faxon in the following: "For more than a century men have been giving to the world, in periodicals, the result of their discoveries—to be read and enjoyed by their contemporaries, but practically lost to subsequent generations." The references not only indicate the value of current periodicals but the need of indexes to them.

Subject indexes: reply to the Wilson company. A. J. Hawkes. *Lib. World*. 10: 427-8. My. '08.

Thoughts on reference librarians, by a cataloger, C. B. Roden. *A. L. A. Bul.* 2: 361-70. S. '08.

"If it were conceivable that the books themselves might be arranged on the shelves in such a way that they could be found in three or more places at once, i. e., under author, title and subjects, that very moment would see the end of the cataloger." This, however, is not possible. Hence the cataloger has to do the best he can and he usually follows definite rules. What the reference librarian "should do is, to become absolutely and thoroly familiar with the cataloger's rules, and, what is equally important, with the cataloger's practice. I am no stickler for uniformity, nor for the constant, unwavering adherence to rules; I believe that a great amount of time is wasted in attempting to maintain these distinctions, with little material advantage. But if there is anyone who should stand up for, and bow down to, and reverence cataloging rules, it surely is none other than the reference librarian, the constant user of the catalog and of all parts of it, who is called upon to look for a multitude of things—names, titles, subjects, scattered over a large expanse of card trays, yet all amenable to, and coordinated by the same rules. . . . It is the reference librarian, then, who, of all persons, should make it his business to come into closest touch with the cataloger. Being the interpreter of the catalog, the 'exponent of the index,' he should take heed that he knows thoroly the principles employed in the production of that formidable and treacherous thing which he must subdue to his uses, and when he does not do this; when he ignores it, for example, with the sweeping statement that it can't be depended upon anyway—when all the while he knows not how to use it—when he loses patience because a human contrivance proves to be not infallible, when he falls into the groove I have mentioned and begins to do his work sitting down, administering to every want the same prescription: three parts encyclopedia, three parts almanac and four parts Poole; when he expects too much of the catalog, and, failing to realize his expectations, depends upon it, henceforth, too little, then the reference librarian not only irritates the cataloger, but he does a positive injustice to the library he assumes to serve. Nothing is more exasperating to the enterprising cataloger than to spend time and thought on the creation of new subjects and to be careful that topics of absorbing current interest are adequately and even exhaustively brought out, only to find that seekers after just that information have been fed, as of old, out of that exhaustible pitcher of skim milk, the periodical index. . . . The reference librarian can make or break the reputa-

Reference work—Continued.

tion of his library. He can (to mix metaphors) throw dust in the eyes of the average reader by feeding him the husks out of the hackneyed sources he keeps within reach of his hand, or he can inculcate a genuine respect for the library and its resources by supplying him with the true corn, the latest, the freshest as well as the best, like the lawyer and the honest man in the epitaph, however, not always one and the same. But this latter he accomplishes only by doing two things: First by keeping constantly and closely in touch with the cataloging department, seeking to attain its point of view, since it is the fruits of its labors that form the material for his—and he can perpetrate no greater flattery upon the cataloger than by exploiting the catalog to the utmost of its capacity. Secondly, I invite the reference librarians occasionally to pay us catalogers a visit in our own quarters. True, we may be secluded and sequestered. But we are not, as you are sometimes prone to assume, like the hermits of old, cut off from all worldly knowledge. It is with us that the new books make their entrance into the library. It is we who have to open them, examine them, read them, all too often, in order to catalog them, until we literally know more about more of them than you who are the purveyors of them. We, again, determine the captions under which they are to be inserted in the catalog which you are charged with interpreting and vitalizing."

Use of books. C. W. Andrews. Lib. J. 32: 249-53. Je.; Same. A. L. A. Bul. 1: 7-12. Jl. '07.

"How to provide the personal assistance required for the proper interpretation of books . . . is one of the chief problems of library administration. . . . However carefully and skillfully constructed, the best catalog is a tool which many readers have not learned to use, which some can never learn to use, and which, even in the hands of an expert, cannot be made to do some kinds of work." A large proportion of readers "need the personal assistance of experienced and sympathetic reference librarians."

Use of scientific and technical books. C. H. Brown. A. L. A. Bul. 1: 163-5. Jl. '07.

Comments on this article may be found under the heading Libraries, Use of by the public.

Value of the study of reference work in public schools. H. R. Mead. Pub. Lib. 14: 258-9. Jl. '09.

Reform school libraries.

Library in a reform school. M. P. Farr. Pub. Lib. 12: 234-5. Je. '07.

Notes on this article are given under the heading State institution libraries.

Registration desk. See Loan department.**Registration of borrowers.**

See also Borrowers' cards.

Active library membership: a suggestion. C. Recht. Lib. J. 34: 263-4. Je. '09.

Notes on this article are given under the heading Loan department.

Card system for registration of borrowers. F. W. T. Lange. Lib. World. 10: 272-3. Ja. '08.

Reregistration; a plan. Mrs. C. P. Barnes. Wis. Lib. Bul. 2: 8. Ja. '06.

Take out applications for borrowers whose cards expire for the month, alphabet these by

themselves, withdraw corresponding borrowers' cards and destroy. Fix in mind the highest number no longer active in the library, so that when a reader's card is returned with a number which must be renewed it is noticed at once. When borrowers are known as responsible, make out new cards for them by writing a new number on the old application blank, not bothering the borrower with renewal. For adults not known and children, have new application blanks made out and destroy the old ones.

Registration of borrowers. A. H. Fudge. Lib. World. 11: 118-20. S. '08.

The card system provides the most simple and effective method of registration. The borrowers make application for their tickets upon a form provided for the purpose. Then the forms are "sorted into alphabetical order, and numbered from 1 upwards. Tickets are then made out for the applicants and put into a box which is made specially for the purpose. This box is divided into pigeon holes, lettered from A to Z, and is found to be extremely useful, the tickets being thus kept in alphabetical order and easily found when applied for. The tickets having been made out, a card is then written for each borrower, bearing the number of the ticket, name and address of borrower, and date of registration. . . . When written out, these cards are placed in a box, and kept in alphabetical order, the forms being kept in numerical order in another box. The above procedure is repeated every time tickets are made out, the numbers of the new forms running on consecutively with those preceding. . . . In the case of a defaulting borrower, one of the above cards is made out in red ink to distinguish it from the rest, the particulars of the default being also stated. At the same time, a card is made out and sent to the other libraries in the borough, so as to stop a possible issue of another ticket to the borrower in default."

Registration of borrowers. R. L. Peacock. Croydon Crank. 1: 28-9. Ap. '08.

"The vouchers which are filled up by the borrowers are kept in alphabetical order so as to form the register, and no separate index is necessary. . . . When the vouchers come in from the libraries they are first sorted into alphabetical order and then numbered. In many cases the new vouchers are found to be duplicates, and unless the time for which the existing vouchers are available has expired the new voucher is returned. If the new voucher is due the number of the old one is copied onto the new and is ready to be inserted in its place. After the vouchers are numbered the tickets are written from them. The numbers are then entered in a ledger, the date being stamped at the top. The ledger answers the question 'What tickets were issued on a particular day?' and its chief use is for finding the numbers of expired and unrenewed vouchers in order to withdraw them from the register. After the numbers are entered and the date of expiry is stamped on both tickets and vouchers, the tickets are checked, first by the vouchers to ascertain that they have been written correctly, then by the invoices sent with the vouchers to ascertain that each library has its correct complement of tickets of each kind. The vouchers are then inserted in their places in the register, the number being checked as each voucher is put away, where they remain until replaced by a new voucher, or withdrawn as out of date."

Registration of borrowers: some improvements. E. W. Neesham. Lib. World. 12: 341-3. Mr. '10.

Registration of librarians.

Current views on registration. J. D. Brown. Lib. Assn. Rec. 11: 203-4. Ap. '09.

Registration of librarians—Continued.

Discussion at a joint meeting of the Library association and the Library assistants' association. *Lib. Asst.* 6: 76-9. F. '08.

As a tentative scheme the Library association suggested this: "Honorary fellows would consist, as now, of 'Persons who have rendered distinguished service in promoting the objects of the Association, or whose election in the opinion of the Council will be advantageous to its interests or objects.' Fellows would consist of (1) salaried librarians of approved experience, responsible for the administration of a library system, holding office on a certain date; and (2) diplomates of the Library association. Associates would consist of (1) salaried librarians, not holding chief positions, thirty years of age and over and with not less than ten years' approved experience, holding office on a certain date; and (2) librarians holding the four technical certificates, i. e., 3-6 inclusive, and with five years' approved experience. Members would consist of (1) non-librarians (2) librarians not qualified as Fellows or Associates, and (3) institutions. Student members would consist of any persons under twenty-five years of age, not qualified as Fellows or Associates. Fellows and Associates would have the right of using the initials F. L. A. and A. L. A. respectively after their names. The rights and privileges of all classes of members would be equal."

Discussion of the Library association report on registration. *Lib. Asst.* 6: 252-6. Ja. '09.

Library association examinations. *Lib. World.* 11: 387-8. Ap. '09.

Professional education and registration. W. R. B. Prideaux. *Lib. Assn. Rec.* 8: 1-6. Ja. '06.

A plan to have the Library association establish a "Register of persons considered competent to administer a library. . . . It is one of the recognized duties of chartered institutions to indicate to the public in a general way those who are qualified by training or experience in the particular branch of knowledge concerned." Pass examinations should not be too high and the training should be practical. "The advantages of registration would be: (1.) A homogeneous body of working librarians. (2.) The Library association would be more free to press its membership on owners of private libraries and those interested in library work. (3.) An enormous impetus would be given to the examination scheme, the classes of the association would become recognized as the normal training school of librarians, and the efficiency of the profession at large would be raised."

—Discussion. *Lib. Assn. Rec.* 8: 20-7. Ja. '06.

Professional registration. *Lib. World.* 10: 441-4. Je. '08.

This article is a discussion of the Jast-Sayers scheme for the registration of qualified librarians by the Library association.

Recommendations of the special committee on registration at the Brighton conference, 1908. *Lib. Asst.* 6: 196-9. O. '08.

Registration: an urgent need. W. G. Chambers. *Lib. Asst.* 6: 41-2. D. '07.

Registration of English librarians. T. W. Koch. *Lib. J.* 34: 217-9. My. '09.

The details of the adoption of a resolution favoring registration of librarians, passed by

the English Library association are here given. This registration is designed to serve as a substitute for the library school diplomas of the United States. It is also a classification of members of the Library association.

Registration of librarians. W. G. Chambers. *Lib. World.* 10: 241-2. Ja. '08.

"The first step towards registration must be the formation of a professional society, which when formed should be registered under the companies acts. . . . In the articles of association a clause must be included providing for the establishment of a professional register, which register will be the membership roll of the society, and in the bye-laws the conditions of membership must be fully set out. . . . The original register will consist of (a) All librarians practising as such at the date of the foundation of the register; (b) All persons possessing the L. A. diploma, and; (c) All assistants who fulfil certain pre-determined conditions." viz. (1) "Assistants over thirty years of age with not less than ten years' approved experience; (2) Assistants under thirty but over twenty-five, with not less than three years' approved training, who hold at least four certificates of the L. A."

Registration of librarians: a criticism and a suggestion. L. S. Jast. *Lib. Assn. Rec.* 10: 325-35. Jl. '08.

Mr. Jast argues that the registration of librarians in England should be in the hands of the Library association.

Report of the special committee of the library association on registration, 1908. *Lib. Assn. Rec.* 10: 569-77. N. '08.

Religious books.

See also Theological libraries.

Principles governing the choice of religious and theological books for public libraries. G. F. Bowerman. *Lib. J.* 30: 137-40. Mr. '05.

Notes on this article are given under the heading Book selection.

Renewals.

Question of library renewals. S: H. Ranck. *Dial.* 50: 82-3. F. 1, '11.

Renewals, transfers and seven-day books. J. Cloud. *Minn. Pub. Lib. Com. Notes.* 9: 28-9. D. '06.

Rent collections.

See also Duplicate pay collections.

Libraries in bookstores. A. H. Smythe. *Lib. J.* 34: 266-9. Je. '09.

Reorganization of libraries. *See* Organization of libraries.

Repairing. *See* Binding and repairing.

Reports.

Annual report. A. K. Gill. *Lib. World.* 13: 360-3. Je. '11.

Annual report of a small public library. F. R. Curtis. *Lib. Occurrent.* 2: 115-7. Mr. '10.

"As the cost of composition, the setting of the type, is more than 50 per cent. of the total expense of a small edition, a great saving will be effected by using the type already set up for the annual report of the various city departments. A newspaper will sometimes

Reports—Continued.

print the report in double columns; the type will then be in good form for printing a separate pamphlet. Illustrations and statistical tables add materially to the cost of printing; the cover is also an item of expense. Prices vary in different sections, and figures are in consequence of doubtful value. A library in a city of 8,000 to 12,000 inhabitants, should place a thousand copies of its report among the local citizens; the remaining numbers of an edition of 2,000 copies could be distributed among the libraries upon its mailing list. The library schools and training classes regard a complete set of library reports as one of the most valuable collections on their shelves. An edition of 2,000 copies of an eight page pamphlet, six by nine inches, in eight-point type; would cost approximately \$2.00 a page. A half-tone print of the library building would probably cost from seven to eight dollars, in an edition of this size."

Comparative data in library reports. A. L. A. Bul. 5: 41-2. My. '11.

Figures and fact. Lib. World. 14: 120-1. O. '11.

Report of the A. L. A. committee on library administration, 1908. A. L. A. Bul. 2: 227-9. S. '08.

Standardizing of library reports. H: F. Marx. Penn. Lib. Notes. 4: 1-11. O. '11.

Notes on this article are given under the heading Circulation.

What should an annual report of a public library contain? W: J. Willcock. Lib. Assn. Rec. 8: 363-71. Ag. '06.

The primary object of a report is to give information to the town council or chief of authorities concerning the work of the library. This information can be given in a written form and it is well to consider whether it is worth while to print a report where the funds available to the library are not large. The public can always be reached through the press and it is a question whether they would read a report if they had it. Again it is doubtful whether reports are of practical value to other libraries because of the absence of uniformity in classification and comparative issues. A report should contain a list of members of committees and officers. The chairman's introduction should note "any special events of the year, or make general observations on the library and its work. The librarian's narrative report should . . . be composed in such a manner as to render unnecessary most, or all, of the elaborate tables usually given later on in the body of the report." He should state the number of volumes the library contains and the number in each division of the classification; the total number of volumes issued and the issues in specific classes, with the daily average; it should state how many borrowers "are burgeses, non-burgeses and juveniles;" the total number of visitors to the reading room should be given. The remaining pages "may be devoted to a list of magazines and newspapers taken, a list of donors and donations, and a financial statement or balance-sheet."

—Discussion. Lib. Assn. Rec. 8: 392-7. Ag. '06.

Reserved books. See Loan department.

Reservoir libraries. See Storage of books.

Rest rooms.

Farmers' rest rooms. Mrs. F. F. Faville. Ia. Lib. Q. 6: 78-80. Ja. '10.

Rest room in Storm Lake. F. F. Faville. Ia. Lib. Quar. 5: 201-2. Ja. '08.

At Storm Lake, Iowa, the trustees decided to try a rest room. "A room in the basement that

could be properly heated and lighted, was set apart for this purpose. It has a separate outside entrance, and toilet and dressing rooms opening out of the main room. It also has an inside connection with the library proper. After the building was completed, the board asked the farmers of the community to furnish the room." They gladly did so and as a result the room "has a hardwood floor, with a nice rug, tables, easy chairs and a leather couch. The dressing room has lavatory, soap, towels, comb, brush and full length mirror." The room is free to farmers and their families and is also used by women who work in stores and offices. The janitor of the library takes care of it. Farmers and their wives and daughters leave their wraps and bundles in the room, when they come to town and they also eat their lunches there. If they care to read the library is open to them. "A mother with a small baby finds the Rest room almost indispensable. In fact, what was once considered a luxury to Storm Lake and vicinity seems now to be an absolute necessity."

Reviewing of books. See Book reviewing.

Rooms (rented for library use).

Library rooms. H. Nyhuus. For Folke-og Barneboksamlinger. 3: 37-40. Je. '09.

Library rooms and buildings. C: C. Soule. (Library tract, no. 4.) D. 24p. pa. 5c. '02. A. L. A.

"In starting a small library, a separate building is not necessary. A single room will often answer all purposes at first, especially for a neighborhood library whose users all know each other, and where books are mainly taken out for home use, and are not read on the premises. If there is any choice as to location, a cheerful and attractive room should be selected, near the business centre of the district to be served. Very little furniture is required for a start. Any kind of desk for records, one or two plain tables for magazines and newspapers, a few common chairs, lamps for evening use, and such simple shelving as any carpenter can construct, are all that will be needed." When two rooms are available "one can be used for the return, examination, issue, and record of books in circulation, and the reading of newspapers,—which entail bustle and noise; the other for consultation of reference books, and reading of periodicals, for which silence is desirable. Three rooms will allow further division, one for the circulating department (book-room), one for reference and quiet reading, one for periodicals or for children. When two or three rooms are used, they should if possible be opened together by broad doorways or glass partitions, so that a single attendant, seated near the junction of two rooms, or in the central room of three, may have complete oversight of the farthest corners, and be within reach of readers who want to ask questions. Three rooms are as many as one attendant can watch and serve effectively. . . . When a library outgrows three rooms, it ought to have a building all its own."

Rural communities and libraries. See County extension; Library extension; Township extension; Traveling libraries.

S**Sailors' libraries.**

Book worms of the seas. G: J. Nathan. Bookm. 29: 483-5. Jl. '09.

The American seamen's friend society maintains an extensive system of traveling libraries for the vessels leaving New York. Since 1859 a total of 26,078 libraries of about 43 volumes each have been placed on ships. The books are of high grade and are eagerly read by sailors. One

Sailors' libraries—Continued.

Library has been traveling for 32 years. The libraries are exchanged when the ship is in port at New York. The captains keep the records and testify that reading is a benefit to sailors and an aid to discipline. Sailors like the best books of adventure, biography and chivalry.

Libraries for sailors. *Rivista d. Biblio.* 20: 73-5. My. '09.

Sailor's library. W. Schüning. *Bibliothekar.* 1: 81-2. D. '09.

Traveling libraries for sailors. J. A. Ottesen. *For Folke-og Barneboksamlinger.* 3: 9-12. Mr. '09.

Such a library should include some English books, for English is the international language of sailors.

Salaries.

See also *Librarians and assistants.*

Library work as a career—assistants, their salaries and chances of promotion: a practical suggestion. W. G. Snowsill. *Lib. Assn. Rec.* 12: 153-62. Ap. '10.

Notes on this article are given under the heading *Librarians and assistants.*

Other compensations. *Pub. Lib.* 16: 431-2. D. '11.

Report on the hours, salaries, training and conditions of service of assistants in British municipal libraries. *Lib. Asst.* 8: 128-38. Je. '11.

Salaries and the status of women assistants. M. Reed. *Librarian.* 2: 32-3. Ag. '11.

The writer feels that women in English libraries work at a great disadvantage. They are kept in minor positions, work long hours and receive small pay. They are encouraged to study for the library examinations but are given no assurance that such study will result in professional or financial advancement. "If women librarians and assistants do as much work as men, and do it as well, then they should get as much salary: if they do not work as well, then they should not be employed as they are."

Salaries of assistant librarians. W. C. B. Sayers. *Lib. Assn. Rec.* 11: 207-9. My. '09.

Mr. Sayers gives statistical proof that there are only 624 positions in British libraries that pay enough to enable a librarian to live respectably.

Salaries of librarians and their assistants. E. A. Savage. *Lib. World.* 14: 33-6. Ag. '11.

The library associations of Great Britain are urged to combine in drawing up a scale of reasonable salaries for properly qualified service in libraries. Objections to such a scheme are based on "(1) The difficulty of drawing up a scale satisfying all conditions and all men, (2) the doubtful utility of the scale when library authorities, in many cases, have not enough money to pay standard salaries, and (3) the unwillingness of members to adopt the principles and tactics of trade unionism." In answer to the first, the lazy man's objection, it is urged that with a little effort a schedule could be devised which would prove a working basis. Further experience would suggest changes. The second objection is met with the

statement that even towns which have no limit on their library rate conform to the market price and pay salaries that are no higher than in towns with limited library income. The scale would have no educational value. As to the third objection, the writer insists that librarians in uniting to uplift the standards of their profession have already adopted trade union principles. A protective attitude is necessary. Even the well paid and contented librarian cannot be unconcerned. The low salaries paid to others lower his profession in the eyes of the world. The natural inference drawn by the public is that the pay being so little, the service rendered is correspondingly small. The education committee of the association, in giving young librarians an opportunity to become better trained, acted in the sincere belief that salaries would improve as service became more valuable. Experience has not justified this belief. The attitude toward young men about to enter the library profession should be honest. They should know that other professions are as easily entered, that the rewards are higher and that as much leisure is afforded for reading and the enjoyment of books.

Salaries of women librarians. M. Reed. *Librarian.* 2: 115-6. O. '11.

Wisconsin library association: report of the committee on salaries. *Wis. Lib. Bul.* 7: 44-5. Mr. '11.

Women's work in libraries. M. Reed. *Librarian.* 2: 76-7. S. '11.

Notes on this article are given under the heading *Library training.*

Savings banks and libraries.

Combination of savings banks and libraries. C. Lausberg. *Blätt. Volksbib.* 8: 1-5, 40-44. Ja.-Ap. '07.

"Precisely because people who are thrifty and are educating themselves through reading locate in the same part of a laboring community, a union of public library and savings bank is almost necessary. . . . Library and savings bank have much in common in their outward administration." Both could work from the same card list of patrons.

School children. See *Children's department; Libraries and schools; School libraries.*

School libraries.

See also *Children's reading; County extension; Libraries and schools; Township extension.*

Best books for school libraries. A. Lacey. (In *Annual report state board of Lib. Com., Mich., 1907.* p. 136-8.)

"All literature placed before children should represent the various stages of development in the human race. For this reason all libraries—large or small— . . . should have the following: Fables, fairy tales, folk songs, lullabies, legends, tales of chivalry, myths, poetry, and romance, and may contain history, biography, travel, adventure, invention, natural science, useful arts, fine arts, fiction. . . . In the third and on thru the grades the child is able to read and to secure for himself the story from the printed page. The teacher now becomes the directing power. It is essential that she directs the child to read by authors and not helter skelter, hit or miss. And the author must be a real, living, throbbing personality, must be introduced to the child, and made acquainted much as we do in the social world." While the child "is acquiring the library habit, he should be directed to keep a list of books read and books to be read. This can easily be done because children like to do

School libraries—Continued.

as grown ups and take readily and delightedly to the suggestion of small note books two inches by three inches which can be carried in the coat pocket. In the note book may be written the list of desirable books. This list should not be too long—not more than twenty or twenty-five books. As each title and author—always the author—is written, something of interest concerning the story or the author should be told. If time permits a general outline of the story may be given—always give an incident which appeals to the child, which enlists his sympathies, and arouses his curiosity, then it is only a matter of time and getting the book when he will read the story for himself. In giving the list of books, have the kind of stories well balanced; stories for boys, for girls, of animals, horse, dog, of children, of invention, or romance, of the sea, of war, of modern times, of ancient times, of national heroes, of travel."

Books and high-school pupils. R. J. Aley.
Nat. Educ. Assn. 1909: 844-8.

"No really good high school is possible without at least fair library equipment. The use of books in the high school cannot be what it should unless there is progressive training in the use of books thruout the grades. The child that reaches the high school with no training in the use of books of information, except that secured in the preparation of lessons in the adopted texts, is poorly prepared to do even ordinary work. If in addition to this he has not made the acquaintance of a number of good inspirational books, he finds himself unable to get the enjoyment out of life that is his right. This leads us to conclude that the proper use of books by high-school pupils, is the result of much well-directed effort thruout the grades."

Many problems in school discipline have been solved in an easy way because of the presence of the reading-circle books. The bad boy often forgets to be bad if he is interested in some splendid book of adventure. The restless boy becomes quiet and the silly girl sane under the magic spell of a good book. Many parents have caught thru these same books their first glimpse of the world of story, and as a result have become patrons of the library and subscribers to good papers and magazines. . . . The high-school library should have as careful direction as any other department of the school. A stock of books, a good catalog, and free access is not enough. There should be a sympathetic and efficient director in charge. This individual should understand the school situation and be able to work in perfect harmony with the teachers. His rank should be equal to that of a head of a department. He must be a superior man. He must get results without specific assignment or direct recitation. He must be sympathetic and unobtrusive. His work must be quiet and very largely individual. His purpose must be to make the student independent and self-reliant. The high-school student should learn the machinery and the technique of the use of books. He should learn early in his course the standard works of reference and know in what fields of learning each is particularly strong. Incidentally but certainly the librarian should teach the student how to use these books of reference readily and economically. When a new class enters the high school no better service could be given it than a number of lessons in the library upon the use of dictionaries, encyclopedias, and all other books of reference. Early acquaintance with these helps to knowledge is more essential than knowledge of algebraic signs and Latin declensions. Training in the use of these helps should continue thruout the school course, because it is from books that mature men and women must gain their information. . . . Every high-school course should be planned so that there will be time for reading outside of regular assignments. The pupil should read much for the pure joy of reading. The inspirational side of the library should be used freely. . . . Many high-school courses would be more effective if some of the pressure were removed from examination courses and in its place encouragement given to

reading. One who goes to the library merely to prepare for an examination does not necessarily become a lover of books, nor does he get from them their best message. The whole academic life in America is weakened by the mad desire for credit. Many of our young people are piling up credit instead of culture."

Care and use of township libraries. Wis.
Lib. Bul. 2: 61-2. Ag. '06.

Condensed rules for accessioning, labeling, classifying, and shelf-listing are given. The outline of classification is condensed from the Dewey system.

Care of school libraries and some helps which are available. F. K. Walter. N. Y. Libraries. 2: 256-60. Jl. '11; Same. (reprinted as a pamphlet). '11. Michigan State bd. of library commissioners.

The public library is an elective institution. Each borrower makes his own choice. The school library on the contrary has as its primary function the training of the pupils. Reading from the school library should be systematically directed. "One of the principal reasons why the school library has often failed to do as much for both teacher and pupil as it should have done is the failure on the part of teachers to realize that its use needs as much intelligent direction as any other part of the school equipment and that a badly chosen collection of books piled helter-skelter on the shelves, taken at random by the pupils and read without any oversight on the part of the teacher, is not likely to produce desired results much quicker than would a collection of apparatus intended to illustrate physics or chemistry but used only as playthings for the pupils at the noon hour or recess." Organization is needed in every line of work however simple it may be. "Many teachers as well as many librarians in charge of small libraries make the mistake of thinking that organization means elaborate organization and that a collection of a few hundred volumes requires all the devices and methods in use in a library of tens of thousands of volumes. This is absurd as would be the attempt to introduce into a country school the schedule and administrative routine of a large city high school or to instal in a corner grocery the system of bookkeeping used in a metropolitan department store. There is nothing occult or intricate about library technic. It is, in its best forms, only the application of common sense to the special problems involved in the purchase and use of books intended for other than private use. In selecting books there are many easily available selected lists. These can usually be obtained thru the superintendent of public instruction. After the books are obtained the necessary records will be found to be: the accession book; the charging system; the shelf list; the catalog. The accession book is the official inventory. In it are recorded author, title, publisher, binding, cost, class number, number of volumes and date of purchase. For a temporary record the charging system serves. Its purpose is to tell what books are out of the library; who has them; and when he got them. Cards which can be taken from the books and filed alphabetically as the books are withdrawn are most satisfactory. In a small school library an arrangement on shelves by author may be all that will be necessary. But as the collection reaches the hundreds, a simple classification by subjects is to be advised. Shelf list cards should then be prepared. The catalog is the last item in importance in a small library. Simplicity and accuracy should be the aims in preparing the catalog for a school library. Particular attention should be given to the care of books in the school library. Pupils should be taught to exercise care and consideration toward books as books and as property not their own."

Books on library methods, book selection, cataloging, binding, etc. which will be of value to the teacher are named in the article.

School libraries—Continued.

Catalog for school libraries of Minnesota; selected and approved by the Public school library commission, St. Paul, Minn. 1-343. '09.

The list was selected, graded annotated and classified for the Public school library commission by Miss C. F. Baldwin and Miss Martha Wilson of the Minnesota library commission.

Champaign county teachers and pupils library. K. L. Sharp. (Univ. of Ill. Univ. studies. v. 2, no. 6. p. 59-60.) Q. 122p. pa. \$1. '07. Univ. of Ill.

"At the close of the Champaign county teachers institute held in 1882, the sum of five dollars was left after the expense of the institute had been met. Since this sum belonged to the teachers, each one having paid a certain fee to make possible the holding of the institute, it was decided to put the money into books for the teachers, and fourteen volumes were purchased. . . . Since that time there have been made annual contributions to the library. The total annual income now varies from \$100 to \$200. . . . The books are kept in book cases in the county superintendent's office in the court house in Urbana. They are selected by the superintendent, but his selection has been based somewhat upon the requests that have come from the teachers. . . . Much use has been made of them as supplementary reading in the school districts. The organized by the teachers for their especial benefit, the children were admitted later and even the public may take books. . . . The influence of this library has been marked. Whenever books have gone into districts where there were no libraries, it has almost always followed that district libraries have been established."

Class-room libraries for public schools listed by grades to which is added a list of books suggested for school reference libraries. O. 134p. pa. 31c. '02. Buffalo public library, Buffalo, N. Y.

"The chief purpose of this catalog is to help the teacher to find the book she wants to use in her work or to recommend to her pupils. It has been arranged for grammar school work, with special attention to American history, literature and geography, nature study, holidays, etc. The catalog does not pretend to be complete or exhaustive, but gives under each subject heading some available material, including fiction and poetry."—Preface.

Class-room libraries for public schools listed by grades, to which is added a list of books suggested for school reference libraries. 166p. 25c. '09. Buffalo public library, Buffalo, N. Y.

The selection of books has been revised during 1908, and books known to be out of print omitted. The "course of study for primary and grammar grades" in use in the Buffalo public schools, and the New York state education department's "Course of study and syllabus for elementary schools" have been "studied with some care to the end that the selection of books for each grade might bear some relation to the studies of the grade." Following the list of books for each grade, lists of required rhymes, fables, myths, stories and poems are given, and in the subject index are found lists of books containing the required reading. A list of books suggested for reference libraries in public schools is appended.

Classroom libraries in New York. C. G. Leland. Lib. J. 36: 178-9. Ap. '11.

Co-operation between the school library and the public library. Minn. Pub. Lib. Com. Notes. 7: 2-4. Ap. '06.

In Minnesota the school library is generally open to the public but in most cases it is little used except by pupils. Nearly all school libraries circulate books in the homes of children. But "the school library cannot fulfil the function of a public library" because it must consider the needs of the children first of all. Schools should build up reference libraries which have a direct bearing upon the pupils' studies. Minnesota, "regarding a library as a necessity in every school, . . . has made generous appropriations for these, allowing \$20.00 to each school district the first year and \$10.00 each succeeding year on condition of an equal amount being expended by the district for purchase of books from approved lists. The annual appropriation for this purpose is now \$20,000." There are now "5,578 school libraries in Minnesota having on their shelves a total of 732,760 volumes, with an estimated value of \$512,216.

County circulating school libraries in Washington. H: B. Dewey. Wash. Lib. Assn. Bul. 1: 5-7. Jl. '05.

Because so few of the school children in Washington had access to libraries a system of circulating school libraries has been developed. At first the districts contributed the funds for the purchase of the books. "Boxes, containing about 20 to 25 volumes each, were made in order to facilitate the transportation of the books. On the return of a box of books a teacher was permitted to make another selection, and so on indefinitely, thus giving the pupils a great variety of books in the course of a year. . . . The effect on the schools was gratifying. Better results were uniformly secured, especially in the language work, history, geography, and reading." Now the state laws provide for a tax levy not to exceed one-tenth of a mill on the taxable property of the county, the funds so raised to be used for school libraries. "During the past the county commissioners of Pierce county have purchased some 600 volumes for the library, thus increasing the total number of volumes to nearly 2,000. The books selected cover a very wide range of literature, and are such books as pupils can read to advantage. They are not books selected for adults, nor are they text-books. The books include general literature, history, biography, fiction, travel, natural history, etc."

Educating all the people all the time; reading in the most polyglot state in the Union. C: P. Cary. il. Harp. W. 53: 24-5. My. 22, '09.

An account of school and traveling libraries in Wisconsin.

Growing tendency to over-emphasize the children's side. C. Matthews. Lib. J. 33: 135-8. Ap. '08.

In North Carolina the rural libraries are composed wholly of juvenile books graded up to but not beyond the seventh grade. "Why should children alone be considered? And if they alone are to be considered why should they be fed nothing but juvenile literature? It is both over-emphasis and false emphasis of the most harmful kind." These books are sent out by the department of education of North Carolina and are wholly outside the hands of trained librarians. There is a growing dissatisfaction with this state of things and rural libraries for the citizens at large are being established by private gift.

Helps in high school library work. M. E. Hall. N. Y. Libraries. 2: 98-100. Ap. '10.

School libraries—Continued.

High school librarian. W: McAndrew. N. Y. Libraries. 2: 163-6. O. '10; Same. Nat. Educ. Assn. 1910: 994-8.

One of the best things a school librarian can do at the beginning of every term is to get the teachers and students to assist in making topical catalogs. If the work is enthusiastically entered into and well done there is no high school course that educates as much hour by hour as this one, because it has a definite motive. If the librarian has an hour a week course with each entering class, they can learn the working of the library, what its resources are, how to use indexes and magazines, and how to find material for compositions, speeches and debates.

High school libraries in New York state. M. E. Hall. N. Y. Libraries. 2: 57-61. Ja. '10.

High-school library problem. School R. 14: 762-3. D. '06.

"In every city school building there should be set apart as a library for the high-school grades and grammar grades one large room, hygienically lighted, heated and ventilated, arranged with comfortable chairs, even a few rockers. There should be daily papers, suitable magazines, art portfolios, a liberal supply of the best fiction, travel, adventure, and popular science, to say nothing of an abundant supply of real, live, unabridged historical narration, biography, essays, and compendiums of the various subjects pursued. Of course, the dictionaries should be there, and the gazetteers and cyclopaedias, but let these be courts of last resort. All the pupils should be taught the use of the modern card catalogue, which should be provided, and should make collections of reference of their own. The library should be the centre of activity of the entire work of the school. . . . Many of the pupils have absolutely no opportunity to see papers and magazines at home, and the school should provide them. If we are to lead the child to discriminate between literature that is worth while and that which is vicious, we certainly ought to give due attention to newspapers and magazines, for they make up the bulk of most people's reading."

History teacher's use of a library. C. M. Faber. N. Y. Libraries. 2: 228-30. Ap. '11; Excerpt. Pub. Lib. 16: 139-41. Ap. '11.

The aim of the history teacher is "to make the pupil interested in everything which has ever interested man." It is thru the library that the teacher must seek to realize this aim. In the selection of books a new idea is beginning to prevail. "Experience is proving that many historical works of recognized standing fail to lend themselves to high school usage. Time is so limited and the pupils so immature that very few long library assignments can be given. The short assignment from a valuable philosophic treatise is useless, for the pupil only finds himself buried under the mass of detail; or even worse than useless, leaving the pupil prejudiced against a work which he ought to enjoy later. Though far from being an advocate of the theory that all school work should be planned with a view to pleasing the child's fancy, I feel that the outside reading in history should serve that purpose if we hope to establish any permanent love of the subject." Another new tendency in selecting books is to provide a number of copies of a few of the best books rather than a few copies of many. The pupils in one history class became much interested in the collection of magazine articles bearing on their work. These articles were fastened in manila paper covers and classified for the school library. The idea that they were doing something that would be of use to future classes, meant much to the pupils. Instruction in the use of the library is given at the begin-

ing of each course. Special instruction in the use of dictionaries, encyclopedias and general reference books is given. In order to direct the pupil intelligently the teacher must know the resources of the library.

How far should courses in normal schools and teachers' colleges seek to acquaint all teachers with the ways of organizing and using school libraries? D: Felmley. Nat. Educ. Assn. 1908: 1087-93; Same. Lib. J. 33: 305-8. Ag. '08.

Notes on this article are given under the heading Library training.

How New York guides its children thru good reading. C. G. Leland. il. Harp. W. 52: 12-3. D. 26, '08.

"With half a million carefully selected and graded children's books, the Board of education of New York city carries on an active campaign against the cheap and sensational literature of the news-stand and the indifferent trash that has long masqueraded as 'good books for boys and girls.' In some eleven thousand classrooms in the elementary schools are small collections averaging from thirty to forty books—not text-books, understand—but real, live attractive library books by Louisa M. Alcott, Mrs. Burnett, Mark Twain, James Otis, Stoddard, Henty, Cooper, Scott, and many other writers familiar to the young people of this generation. Combined, these little branch libraries form one of the largest libraries in the country in point of numbers, and in recorded usefulness the largest in the world. There is not a great variety offered, but the selection aims to be of exceedingly good quality, the very best obtainable; with an idea of creating a taste for wholesome literary food in the school-room, and then turning the child over to the public library later on for larger range. . . . Each teacher is librarian for her room, and in the higher classes pupils are appointed to assist. The position of class librarian is one of honor and usually falls to the 'greatest reader' in the class. Access to the books for reference is had at all times, but once a week a library period or book talk is held. Ordinarily the child is asked to tell something about the story read, and perhaps to write a composition on it."

How to make the library useful to high school pupils. R. H. Wright. Pub. Lib. 10: 460-2. N. '05.

The library "should contain a collection of books of such a nature that the pupil can find in it help to him in any of his studies. . . . Besides those books needed in connection with the classroom work there should be a collection of newspapers, magazines and periodicals sufficient for the pupils to keep up with all the current events of history, art, science, etc. There should be books too, on all subjects that tend toward the cultivation of the fine arts—music, painting, sculpture, the sciences, etc. The pupils should be allowed to use the library for two hours each afternoon as an intellectual recreation hall."

Importance of public school libraries and how obtained. W. D. Hill. (In Annual report state board of Lib. Com., Mich., 1907. p. 143-50.)

"The primary work of literary culture must begin with the child and, in our homogeneous population, largely in the public school room, not however, merely with the formal, restricted study of the school classics now quite general, but by affording the child direct and easy access to a fairly liberal supply of choicest books for leisure hour reading, both in school and home. . . . No matter how well trained may be the public librarian nor how carefully chosen the library books, there arises a demand for the class room library that no general library can supply, as before implied. There should be immediately accessible for every class room at

School libraries—Continued.

least a limited number of choicest books and magazines with which each teacher has so thoroughly familiarized herself that she may direct and inspire each individual child with proper ideals, taste, and appreciation in choicest literature; furnish him with immediate and attractive collateral as supplemental to the geography, language, history, etc.; supply his leisure moments with proper food for reflection and delight; and establish such correct reading habits that he shall go forth to the larger public library equipped for proper voluntary choice. . . . In the creation of library sentiment the teacher has a large piece. If, thru ignorance or penuriousness, no district library exists, the teacher may and should create a demand therefor. The enthusiastic study of the school classics, the reading and discussion of a few choice books from one's private library or other available source, or the loaning of the same to an interested pupil; tactfully making apparent the absolute necessity of adequate reference books; the establishment of reading circles wherein such benefits and necessities may be made apparent, all are means conducive to the education of a better public sentiment that shall open the hearts and purses of school officials and patrons. Where ignorance or stubbornness still prevails, many a library nucleus may be established by the giving of special entertainments. Once established, the maintenance and growth is not so difficult. Where it is made apparent to any community that they are actual financial losers in the apportionment of library funds by not maintaining a library, little difficulty should be experienced in inducing taxpayers to vote for the establishment of a library. In some score or more of instances we have had the satisfaction of knowing that such a word of explanation and admonition has induced movements for school libraries even where we were in no way directly interested. The advice to the school officers to spend a few dollars for books under the head of apparatus with the suggestion that such would be an easy means of showing the benefits and later securing a permanent library, has not infrequently yielded good fruitage."

Influence of eight thousand school libraries in Indiana. E. M. McRea. il. Harp. W. 53:16-7. Ja. 23, '09.

A description of the work of the Young people's reading circle of Indiana. For 21 years this circle has been guiding the reading of pupils in the schools, and encouraging the school library idea. Consolidation of rural schools has made the township high school library possible. The township high school library at Lima, Ind., contains 1500 books and has a paid librarian. There are probably 8000 school libraries in Indiana.

Law relating to the establishment and maintenance of school libraries in Connecticut and suggestions in carrying out the law. C: D. Hine. Conn. Pub. Lib. Doc. No. 8: 176-90. 1901.

Librarian in the high school. M. E. Hall. Pub. Lib. 14: 29. Ja. '09.

"The high school librarian should become perfectly familiar with the course of study, should know the special subjects taught by each teacher and the use each might make of the library. She must study the text-books used and be sure that her library or the public library contains as many as possible of the authorities referred to in the text-books. . . . She can put her technical training to good use in making the resources of her library available and then by means of lists, bulletins, etc., in making these resources known. . . . An interest in current events may be awakened by the posting of a daily bulletin, which can be edited by the junior students in turn under the direction of the librarian. . . . Encourage the use of the public library. Send the pupils there often to finish work begun in

the school library. Post lists of good books for general reading and for recreation to be found in the public library not in the school library. See that each child has a card for the public library."

Library and its administration. Worcester, Mass. State normal school. Pamphlet A. O. 7p. il. pa. '04. State normal school, Worcester, Mass.

Library and rural communities. H. W. Foght. (in his American rural school. p. 254).

Library and the country schools. S. Huntington. News Notes of Cal. Lib. 2: 92-3. F. '07.

When a school has only about \$50 a year to spend on its library it would seem much wiser to have a state school library fund and send books out in traveling libraries to the schools. By this plan books could be purchased more cheaply and each school could have access to a far larger number of volumes than its \$50 a year could possibly purchase.

Library as an educational factor. M. E. Ahern. El. School T. 5: 278-84. Ja. '05.

"Every volume should be chosen with a distinct and definite purpose in view." The library should supply collateral and supplementary reading. It should contain pictures, maps, lantern slides, and illustrative material. Supplementary reading should consist of books of travel, biography, discovery, invention, etc. The normal school library should contain books about education, statistics necessary to comparison, bibliographies, reports of the government, and of educational organizations and institutions. It should also have a model children's library.

Library commissions and rural schools. C. Marvin. A. L. A. Bul. 2: 314-6. S. '08.

"The Oregon school law provides for the supervision of all the school libraries of the state by the commission." It "provides that the commission shall prepare annually a list of books from which the school districts may make their selections; that a tax of not less than ten cents per capita for each child of school age, shall be annually levied by each county, and that this money shall be used solely for books to be selected from the list prepared by the commission." There are three main problems to be solved in carrying on the work: i. e., selection, care and use of the books. The selection is made thru the county superintendents of schools. "The Oregon commission sends the printed lists, with all the necessary blanks and instructions to the county superintendents, and once a year receives from each superintendent the order sheets for all of his districts. These sheets are cumulated into county orders and forwarded to the dealer who has made the lowest bid on the lot. Conducted in the simplest possible way this involves a great amount of detail work, as many of the districts have extra funds added to the tax allowance, a large percentage of them fail to make selections or ask the commission to select for them; some of them overdraw their accounts; others do not order enough books, and there are endless complications. It is, however, deemed best to have the detail work done in the central office as most of the county superintendents are unfamiliar with the books and are not accustomed to this sort of work. Also because it is the only way of making sure that the proper books are purchased each year. It is undoubtedly best to have the districts make their own selections, but the state list is large and the commission has attempted to aid in the matter of selection by sending on each order sheet a list of \$50 worth of books for first purchase. Within two or three years every district in the state will have these books and can begin to specialize along the course of

School libraries—Continued.

study. . . . The care of books has been emphasized at every institute in the state and has been made a regular part of institute work for two years, an officer of the library commission being the instructor. The commission is required by law to make the rules governing the use of the books in the schools and has supplemented these simple rules with careful instructions in regard to their care, showing the teachers exactly how they should be cared for, how they should be opened, cut, etc., making simple forms for a loan system, and record books, which are sold by the state dealer. . . . It is quite essential to a well managed system that there be some method of checking the library and reporting upon it, for the transfer of books to the care of the school clerk for vacations, and for collecting for the bindery once a year." To encourage use of the books "the effort in Oregon for the three years past has been to make the teachers familiar with the books, to give them some understanding of the necessity of books, aside from the text-book, to tell them how to use them in their school work, how to care for them and to make them understand the importance of cultivating an interest in good books among the children, as well as the necessity of supplementing the text for the improvement of class work."

Library in the school. Dial. 40: 73-5. F. 1, '06.

In elementary schools a few reference books "and a carefully-chosen circulating library should suffice." In high schools the case is different. In the high school the library is the laboratory for "fully one-half of the entire work done by students of the school." Yet often the natural sciences have twenty times as much laboratory space assigned them as is given to the library. "The library must be large enough to accommodate all the classes that need to use it. . . . It must be provided with many books, and often with many copies of the same book, which is quite as necessary a thing to do as to provide many microscopes for students of biology and many balances for students of chemistry. And it must have a generous appropriation for its maintenance, which means that the total sum annually available for school supplies ought to be apportioned about equally between the library and laboratories. It is a matter of the barest justice that as much money should be spent upon books as upon biological supplies and chemical glassware and reagents." The use of books should be learned while in school. "The average student in a high school does not know the difference between a table of contents and an index, does not know what a concordance is, does not know how to find what he wants in an encyclopedia, does not even know that a dictionary has many other uses besides that of supplying definitions."

Lists of books for free high school libraries with instructions for cataloging. O. 187p. '09. Education dept., Madison, Wis.

List of books for rural school libraries in the state of Virginia. 62p. '09. Department of public instruction, Richmond, Va.

List of books for school libraries prepared by the Oregon library commission. 2 pts. Pt. 1. Books for elementary schools. 111p. Pt. 2. Books for high schools. 53p. O. pa. '06. Oregon library commission.

Part one contains chapters on Information for school officers; A \$50 school library; Instruction for librarians; Suggestions for librarians and teachers; Cataloging and classification; School library law; Library supplies.

List of books for township libraries in the state of Wisconsin, 1910-11. State superintendent, Madison, Wis.

Municipal library at Cardiff and its public; children. J: Ballinger. Library, n. s. 9: 173-85. Ap. '08.

The library at Cardiff, Wales, seeing the needs of the children, tried to provide for them thru the lending library. This crowded the counter with children and threatened to drive out the adult users of the library. At that time (1896) the school board refused to provide school libraries so as a step toward the solution of the problem a conference was held with the head teachers of the public schools to discuss the using of the library as an aid to the schools. "It was agreed that every school should send to the library, once in a year, a party of forty children . . . to receive a lesson illustrated with such books as the library then possessed." The result was that the school board and the parents became advocates of the library. In 1899 when a second appeal was made to the school board they agreed "to defray the cost of books, bookcases, stationery, and bookbinding, the public library to find the service for organisation, direction, and supervision." Each school library was handed over to the teachers ready for work, the teachers undertaking to give out books for home reading on one afternoon in each week, registering the books as they went out and came back. All repairs and rebinding, the renewal of worn-out books, an annual stock-taking, and a report on the work of the year, were undertaken by the library staff." At first "the groups were exchanged between the different schools so that each school received a fresh group yearly." But teachers complained if they received a group which had had rough usage and the majority asked to be allowed to retain the same library year after year. Accordingly the exchange plan was discontinued after five years, and each library was increased to from 200 to 500 books according to the size of the school. Separate libraries were provided for the boys and girls. During the school year 1906-1907, 252,771 books were circulated. The main purpose of these libraries "is to foster a love of good reading, to keep children from pernicious literature, by supplying books well selected, and to so accustom the children to the best reading from the time they first learn to read, that they will reject the mischievous and poor stuff which would otherwise be their chief supply." Story books, fairy tales, tales of adventures, school stories and classes for boys and girls are selected for these libraries. Also there are "histories, biographies, nature books in plenty, elementary books describing engines and other mechanical things which boys love, books about games, and, in fact, any sound, healthy book likely to appeal to a boy or a girl. . . . One thing the teachers have told me again and again. The children who read are easier to teach. They have a wider vocabulary, can think things out, grasp more readily the meanings of lessons, and express themselves better both in speech and in writing." In the secondary and pupil teachers' schools the libraries are planned to enable the teachers to use them as supplementary reading. "The selection therefore includes a wider range of books in history, literature (including poetry), biography, travel, and geography, and the chief works of the great writers of fiction, as well as popular works of science. . . . Each infant school has a group of well-illustrated books, and collections of simple fairy tales, nursery rhymes, and other literature suitable for very young children. These are read or shown to the children on one afternoon in each week. The infant school collections include the picture-books of Kate Greenaway and Randolph Caldecott; the delightful oblong books containing tales in verse by Mrs. Ewing, and coloured pictures by André—most fascinating books for little children—the

School libraries—Continued.

selections in simple language from the Andrew Lang fairy books, and simplified versions of Grimm and Hans Andersen, with plenty of illustrations." In some schools the books are constantly used and in others almost never for the success of the scheme depends on the teacher. Special provision has been made for the blind, and deaf and for defective children. Since the children are so well supplied with books in the schools, the school and library authorities have agreed that school children shall not hold borrowing tickets from the public library except upon recommendation of the head teachers of their schools. This brings the home reading of children under the control of the teachers who know the children individually.

Norwegian school libraries. N. Rolfsen. For Folke-og Barneboksamlinger. 1: 17-22. 41-4. '07.

Notes on this article are given under the heading Children's reading.

Oregon public school libraries. E. F. Carleton. School and Home Educ. 28: 207-9. F. '09.

Principles of selection in purchasing books for school libraries. E: L. Parmenter. (In Annual report state board of Lib. Com., Mich., 1907. p. 139-43.)

Notes on this article are given under the heading Book selection.

Proper organization of the school library. J. M. Beckley. Minn. Pub. Lib. Com. Notes. 2: 73-5. N. '07.

Public libraries and libraries in schools; contributed from various libraries. Lib. J. 34: 145-53. Ap. '09.

School libraries in New York city are maintained by the Board of education. The intention is to equip every school with a reference library and class room libraries. These libraries contain over 400,000 volumes. A catalog of the books in this Public school library, carefully graded and annotated has been issued. "A library bulletin devoted to the interest of the classroom libraries and containing short bibliographies for teachers' and pupils' use, suggestions for holiday observances, notes on books and reading, current topics, etc., has been issued during the year, and has been one of the most successful features of the year's work. The first number was issued in February. The bulletin is now sent to grammar grade classes only." The Board also maintains a reference and pedagogical library for the use of teachers. The New York public library supplements the Public school library by loans of books to schools and classrooms, and to the evening elementary and high schools. It also supplies books to various parochial and private technical schools. It is the opinion of Mr. Bostwick, chief of the circulating department, that it would save duplication of work if the Board of education would use its school library money solely for purchasing reference books, leaving the circulating work to be done through the public library. Similar conditions exist in Brooklyn, where the schools belong to Greater New York while the public library has an identity of its own. High school librarians cooperate with the branch libraries by directing the reading of the pupils and by sending to the libraries lists of topics that interest the pupils. Branch librarians send notices to the high schools of interesting exhibits or lectures to be given at the libraries. The Institute free library, Wilmington, Delaware, has a department of schoolroom libraries. Books are distributed among 30 public and parochial schools. Both supplementary and general literature is distributed in this way. Mounted pictures are likewise circulated. The children's librarian visits

the schools once a year, giving talks on the uses of the library, and showing attractive books. The work with schools has proved an effective means of reaching the foreign population. The public library of the District of Columbia has made a beginning for a collection of school duplicates, and lends small collections to schools. A reference copy of every book duplicated for the schoolrooms is kept in the office of the children's librarian that teachers may there consult it. The library has done a good deal of school visiting. The school duplicates have been exchanged by use of a motorcycle with a luggage van. Mr. Bowerman believes it better that school libraries, especially in the grammar grades should be confined to reference and text-books. The circulating work with schools could better be done by the public library. "When the schools are self-sufficient in library matters, the divorce between library and school is so complete that there is reduced likelihood of efforts being made to graduate children from the public school to the public library." Ten grade school and five high school libraries are conducted by the Cleveland public library—the Board of education supplying rooms, heat and light. These libraries are for the general use of their neighborhoods, 32 per cent of the books being drawn for adults. The experience at Cleveland leads to the conclusions that it is unwise to depend upon teachers to conduct school libraries, that a poor or untrained assistant should never be placed in a school library, that no assistant should give her full time to this work since it is done under limitations of time, room and equipment that calls for wide experience, that school libraries should be conducted under the direct supervision of an experienced person, that the adult books should be largely those suitable for young people, that the number of books needed to conduct a school library for a city school of 1,200 pupils is about 1,200 volumes, which should be part of a large floating collection so that they may be exchanged from time to time. In Cincinnati the public library issues to teachers for sub-loaning to pupils not more than half as many books as there are pupils in her room. Sometimes the principal takes the books for the entire school. These books are intended for home reading, as supplementary school reading is furnished by the Board of education. At the end of each school year teachers are asked to select the books desired for the coming year. Talks on the use of books and the library are given to the upper grades, and teachers are invited to bring their classes to the library. Small collections of reference books also are lent to the schools. School-room libraries in schools remote from the public library at Evanston, Illinois, are maintained by the library. Grand Rapids, Michigan, public library has collections of from 500 to 1,000 books in nearly all the grade school buildings. The management of these libraries can be made more effective under the control of the public library system. The Free library of Louisville, Kentucky, also has deposit stations in the various schools.

Public school libraries. J: E. Surratt. O. 28p. pa. 25c. '05. Baylor library, Waco, Texas.

Public school libraries; 500 books and how to buy them. Lib. Bul. 1: 1-25. '08. Michigan state normal college, Ypsilanti, Mich.

Public school library system. L. I. MacDowell. Educ. R. 34: 374-84. N. '07.

"A complete system provides for a small reference library for teachers and class libraries for each class; a general reference library for high school instructors and students and class libraries for the several classes; a course of instruction in library administration and economy for students of higher schools; and a central pedagogical library for the advancement of the teacher's professional interests and intellectual attainments."

School libraries—Continued.

Public schools and their libraries. A. Esdaile. Library, n.s. 7: 366-75. O. '06.

The basis of a good school library should be English. Little literature should be purchased that is less than twenty-five years old. There should be books of reference and standard works on the chief school subjects. The librarian should be officially appointed and should be paid a salary for his work.

Public schools libraries for all the grades including a special library for high schools and a reference library for teachers of English; comp. by L. C. Carson and I. B. Roe. 88p. pa. '03. Univ. of Oregon.

Reference work in the school libraries. R. Ely. Minn. Pub. Lib. Com. Notes. 2: 75-7. N. '07.

Pupils should be taught the use of library catalogs, general indexes, and the most useful reference books.

Relation of libraries to public schools, from the teacher's standpoint. M. Maher. News Notes of Cal. Lib. 2: 93-4. F. '07.

"To increase the efficiency of these libraries many more books must be added, and here the county superintendent may lend a hand by inducing the various school boards in his district to permit their small library fund to be expended either wholly or in part by the State library, and thus increase the number of available books for each school."

Relation of school libraries to the public library system. M. Dewey. Pub. Lib. 10: 224-5. My. '05.

"The Buffalo public library . . . has shown how greatly the efficiency of a city's school libraries can be increased by turning the question of selection, cataloging, distribution, and in fact the control and administration of these libraries over to a thoroly organized and equipped public library. . . . The library will always have much better facilities than the school for selecting, buying, cataloging, repairing, and administering books and for rendering aid to readers. Experts with special training and experience and with their hearts in the work can certainly do vastly more than the average teacher overwhelmed with school duties and responsibilities. . . . American people want to get the best reading for the largest number at the least cost. I am convinced that in many cases the line of least resistance in attaining this end is to treat the school libraries as branches, deliveries, or traveling libraries belonging to the public library system."

Rural school library. J. M. Broughton, jr. N. C. Lib. Bul. 1: 78-80. Je. '11.

A small high school library, which had been of but little use, was made over thru the efforts of a live principal. The purchase of a new book case, the addition of a few attractive books and some enthusiastic encouragement on the part of the teacher, succeeded in interesting the pupils in the books. The interest spread; local pride was awakened and ways were devised for raising money to buy new books. A reading room was opened, and books were loaned to the people of the neighborhood. Books were given out on Sunday as the Sunday school met in the school house, and arrangements were made to keep both library and reading room open thru the summer.

School libraries. Conn. Pub. Lib. Doc. No. 5: 3-9. 1897.

The text of the law relating to the establishment and maintenance of school libraries in

Connecticut is given together with an explanation of the actual working out of the law.

School libraries. J. D. Stewart. Lib. World. 8: 173-7. Ja. '06.

School libraries prepare the child for using the public library and for using books in general in after life. About 9000 out of 20,000 schools in England are provided with libraries. The most satisfactory way of managing them is by a joint education and library committee. Managed by the education committee alone there is rarely a representative selection of books, and no trained supervision. The education authority instead of distributing the books freely uses them as a sort of good conduct badge. Under the method of joint control the education committee bears all the expenses, and the library does all the work. A special assistant should devote all his time to school library work. The selection of books should be as representative as possible. A catalog should be compiled for the use of children, not adults. The word pictures instead of ill. or illus. might well be used. "When the books are being catalogued, they should also be marked or graded according to the age of the children [who are to use them]. . . . This mark will be found a great help when apportioning the books to schools."

School libraries in London. W. E. Barnes. Lib. Assn. Rec. 11: 7-8. Ja. '09.

According to a scheme suggested by the Greenwich borough council and adopted by the London county council, any public elementary school in the borough may be supplied with a small permanent library upon an application to the libraries committee by the head teacher, "the minimum number of books in each library to be twenty-five, the subjects to be covered being natural history, history, general science, travel, geography, and general miscellaneous literature. Any head master or head mistress applying for a library, must give an undertaking to the council to be responsible for the safe custody of the books. A list of over 200 books suitable for such a library will be drawn up and a copy sent to all teachers making an application for a school library, with a request that they select such number of books from the list as the committee may allot them. The teacher will also be asked to suggest any books not on the list that he or she may consider especially desirable to the school concerned."

School libraries in New York city. Lib. J. 34: 15. Ja. '09.

School libraries in New York state. L. O. Wiswell. N. Y. Libraries. 2: 192-6. Ja. '11.

The movement to establish school libraries in the state of New York began very early. An act permitting districts to impose a tax for libraries was passed in 1834; an act appropriating \$55,000 a year for state aid was passed in 1838. Altho the system thus inaugurated was admirable, it proved inadequate and, as the state grew, it declined. \$55,000 divided among all the districts of the state was not a sufficient sum. In 1851 a provision requiring districts to raise a sum equal to the amount of state aid was repealed. The books were cared for by a resident of the district and, in many cases, were neglected. These and other causes were responsible for the failure of the system. In 1892 a new law was passed which, as its first provision drew a sharp distinction between public circulating libraries and school libraries. "The former, which for twenty years had been recognized by a law of statewide application, were continued under the supervision of the regents, and the latter under the supervision of the Department of public instruction. School libraries were to be for the exclusive use of the schools. Pains were taken to avoid some of the mistakes that earlier experiences had revealed. It was required that districts, to be en-

School libraries—Continued.

titled to share in the state money, should raise locally at least as much as they received. This greatly reduced the number of districts that might share in the state money in any one year and correspondingly increased the amount available for the remaining districts. The books were to be retained in the school building at all times; thus the tramps were given permanent and respectable homes. The librarians were to be teachers in the schools; thus responsible and intelligent caretakers were provided. The general character of the books to be selected was outlined in the law, and, as a further precaution, it was made illegal to buy books that were not approved by the State superintendent of public instruction." The State superintendent divided the state money among the several counties on the basis of population. The School commissioners of the county divided their appropriation among the school districts. The indefiniteness as to the amount to be apportioned to any one district caused trouble until finally a maximum limit was fixed on a sliding schedule adapted to schools of all kinds and sizes. "Thus in the eighteen years since 1892 all the glaring mistakes of the previous years have been corrected, distinct progress has been made in many directions, no impracticable schemes have been tolerated, the investments have been multiplied in number and amount, and the equipment has been increased in a steady ratio. Within that time the scope of school libraries has been widened, and the general estimate of their value as school adjuncts has been heightened. . . . The intelligent use of books of reference is coming to be a well established requirement in the preparation of lessons. It is even proposed to substitute, in some cases, reference work or research in the library for regular recitations. This is giving libraries a recognition that was not dreamed of a few years ago, and is more positively making a special collection an essential part of the equipment of every school." The rigid rule prohibiting the lending of books to outsiders was annulled in 1910 and school libraries are now open to the public under rules prescribed by the Commissioner of education. "Rural communities where there are no other public libraries and where, for a time, none could be maintained, will be the chief beneficiaries. There the need is greatest, and there the school collections, if handled wisely, will popularize libraries, make the maintenance of them far easier, and prepare the way for the organization of circulating libraries on a broader basis that will be independent of the schools. When any community shall have increased sufficiently in population and wealth, it will desire the independent organization. Then the state can give it assistance through the Educational extension division of the Education department, the school officials can turn over to the new organization as an inheritance a part of their store of books, and they can dismiss with their blessing the lusty offspring of the school library. This is the way of nature, and it seems to be a sensible way."

School libraries of Minnesota: books for elementary and rural schools; comp. by M. Wilson. 28op. pa. '11. Minn. Dept. of Public Instruction, St. Paul, Minn.

Suggestions for librarians and teachers are given on accessioning, classification, cataloging, charging, lending, shelving, care of books, and ordering.

School libraries: their organization and management. E. Green. Lib. Assn. Rec. 12: 227-41. My. '10.

"The teacher's view of the matter is probably somewhat as follows: Firstly, he recognizes the insufficiency in a given district of any one centre for book distribution—as for instance the juvenile department of the public library, and this even applies, tho in a modified sense

where the local library has branches. To adequately cater for the large army of child readers who would come into existence directly sufficient books of the right type and sufficiently numerous centres were provided he believes the use of the schools must be requisitioned. He also believes that the teacher, on account of his special training and intimate knowledge of children is the right person to select the books and guide the reading of his pupils. . . . In the earlier schemes of co-operation in this country the school authorities imagined that the public library alone could and would stock the libraries, defraying all the cost of equipment and upkeep, and thus relieve the education authority from the chief expense. Had it been recognized at the outset that the public library, however willing it might be to finance a school library scheme—which by the way is something altogether larger than a juvenile section in a public library—was quite unable on account of its limited income and the calls upon it in other directions, then the education committees would no doubt have earlier taken the matter up on their own responsibility. . . . Later schemes have been taken up in a much more generous spirit, the education committees financing the whole or greater part of the schemes, and the public library committees providing expert services to organize and supervise the work. The general control of these schemes is in the hands of a small sub-committee, and the actual issuing of books to children is done in school hours by some one—generally an assistant teacher—appointed by the head teacher. . . . At Halifax a commencement was made with the upper standards and the books supplied to the various schools were made up in boxes of fifty volumes each, from one to six boxes being supplied to each school department according to its size. As giving perhaps some definite idea of the cost of a scheme in a town supplying forty school departments, with 8700 scholars in average attendance, it may be said that the annual grant in the town just named for the past two years has been £200. This money is spent in upkeep, including renewals, binding, and additions to stock. . . . At Halifax the collections are permanent in each school, the argument in favour of that course being that as the children in every school are frequently being replaced by others to whom a permanent collection of standard works is new, it is therefore unnecessary to change the books from school to school. Another advantage in building up a permanent library in each school is that to some extent—bounded only by the selection of books on the standard list, to be named later—each head teacher has the opportunity of including in it just what in his opinion is most suitable for child readers. . . . Every school library scheme should have for its ultimate object the transference of its borrowers, at the end of their school life, to the local public library with the idea of securing that continuity in reading which is so desirable. This is already done in some places, a transfer ticket being presented by the head teacher to each scholar as it leaves school. But the presentation of this ticket alone is not sufficient. To ensure that a fair percentage of the tickets issued are used it is extremely desirable that arrangements should be made for every child to visit at least once the public library, and have the resources and methods of that institution explained before school days are ended. These visits should be properly organized and not conducted on any haphazard lines."

School library. Neb. Lib. Bul. No. 2: 1-5. Je. '06.

School library. A. Barter. J. Educ. (London.) 39: 710-2. O. '07.

"The purpose of a school library is two-fold; first, to provide the scholars with good recreative literature; second, to guide and foster their literary taste." The normal child comes to the library for recreation. "This recreation it is the business of those who undertake the manage-

School libraries—Continued.

ment of the library to supply, not by providing frothy worthless literature, but by studying the capacities of the pupils, and selecting the books accordingly, raising the standard of these as the standard of literary appreciation rises." No formal system should be used to guide the pupils in their reading. "Everything must be done by suggestion and influence, and the teacher must be untiringly on the watch for opportunities to bring these to bear upon his pupils."

Some inexpensive library aids in school work; a selected list. E. M. Davis. 11p. pa. '11. N. Y. State Teachers' Assn.

Status of school libraries. M. M. Reynolds. Wash. Lib. Assn. Bul. 2: 9-10. Ja. '06.

Successful high school library at Wausau, Wis. C. C. Parlin. School R. 15: 251-4. Ap.; Same. Wis. Lib. Bul. 3: 44-5. Je. '07.

The Wausau high school made its best room into a library, and put it in charge of an undergraduate who was allowed \$20 per month and two periods a day for recitations. "The library is open on school days from 8:15 A. M. to 5 P. M. and on Saturdays from 9 A. M. to 12 M. There is a complete author and title catalog of the books and a subject catalog is being made. "A pupil desiring to go to the library hands the teacher from whose charge he is departing a slip stating his name, the exact time of leaving, and the subject on which he proposes to read, and upon reaching the library hands the librarian a duplicate slip. Upon leaving the library the pupil hands the librarian a similar slip, and gives the teacher to whom he returns a duplicate. The teachers return their slips to the librarian, who checks them over and reports discrepancies to the principal's office. The slips are furnished in printed form; the pupils buying at one cent a pad the white slips used in going to the library and the school furnishing gratis the red slips used in returning from the library." Only reference works are purchased for the library and it is especially strong in United States history. Begun as an experiment the library has proved entirely satisfactory.

Text-books and some others. J. I. Wyer, jr. 9p. '09.

"There are a hundred reasons why a school should offer the best books to its scholars. The real power of a book to mould a life, to determine a career, to arouse courage, is no sentimental fancy. There is abundant testimony to its reality. But it is not Ray's Arithmetic administered on the installment plan, that will fire a boy with high resolve. Lindley Murray's Grammar hypodermically injected with birch-rod accompaniment, will never waken a worthy ambition. It is the lives of great men or tales of great deeds, the songs of heroes and the heroic, that will move the boy and the girl in ways that will make for worthy sentiment, richer life. If in buying books the teacher must sometimes choose between wholesome and inspiring stories and more dictionaries or his-
tory, it should be the former."

Use of good books in general education. H. H. Seerley. il. Harp. W. 53: 24-5. My. 29, '09.

An account of the school library system of Iowa.

What England is doing. B: Carter. Lib. World. 8: 29-34. Ag. '05.

"The school board undertook to find the money, and the library committee to administer the libraries, a joint committee of management being appointed from the two bodies. . . . [In this way] library funds are left free for the more legiti-

mate work of a public library, and the education authority secures the services of a trained professional staff." The new education act of England authorizes a central library to send out traveling libraries on agriculture, natural and domestic science and various handicrafts, to villages. "Teachers are probably agreed as to the desirability of a small collection of books for purely reference purposes in every school; a collection of working tools, which should include a good cyclopedia, such as Chambers's; a gazetteer, a biographical dictionary, a chronology, an English dictionary, and such other books as might prove useful."

What the librarian may do for the high school. M. E. Hall. Lib. J. 34: 154-9. Ap. '09.

High schools are feeling the need of trained librarians to do the work that formerly fell as additional burdens on the shoulders of teachers. In some schools this librarian is rated as an instructor. She should know the course of study and its requirements, and "try to know what special subjects each teacher is teaching and the use which each might make of the library, either in her own preparation for a class or in directing the reading of her pupils. She will not only know the text-books used, but will be interested in the library reading suggested in those text-books and make sure that some of the references are in the school library or can be borrowed from the public library. She will seek the co-operation of principal and teachers from the very first and remember that she is there not as an independent worker, but that in all the directing of the students' reading the teacher has the right of way. She will invite suggestions and be willing to listen to criticisms—what may be of great value in the public library may not be practicable in the school. Let her at all times get the teacher's point of view, either by personal conference with individual teachers or by having the library discussed at the teacher's meeting. Let her read what has been written on high school libraries—the 'School Review,' 'Educational Review,' books on methods of teaching the different subjects. Many of these, such as Macmillan's or Longman's series, have valuable suggestions on the use of the school library and best books on these subjects for the library to buy. Let her read not only articles on the library, but on aims and methods in high school work as a whole." The classification should follow that in use in public libraries, though books may be grouped in department sections. The catalog should be simple, with as much analytical work as is possible. There should be lists and bulletins to bring the resources of the library to the attention of the teachers and pupils. A library reception to the entering class is a pleasant way of introducing students to the school. Instruction should be given in the use of catalogs and books, and the arrangement of books in libraries. Some high schools have well developed courses of library instruction continuing through four years, for which high school credits are given. The use of tables of contents, indexes, Poole's index and the Readers' Guide, the meaning of the abbreviations in use in these books must be explained. Much of this must be work with individual students.

What the library can do for the high school pupil. F. Hopkins. Mich. Lib. Com. Report. 10: 46-52. '09. Same. Lib. J. 35: 55-60. F. '10.

What the library means to the school. U. J. Hoffman. il. Harp. W. 53: 24-5. Ap. 24, '09.

An account of school libraries in Illinois.

Work of a small school library. J. Haines. Lib. J. 32: 159-60. Ap. '07.

The polytechnic preparatory school, Brooklyn, finds the use of pictures a great assistance in reference work, "for instance, the Abbey

School libraries—Continued.

Shakespeare illustrations, cut from Harper's and mounted on light cardboard, are passed from class to class studying the plays, and have been a boon to the English teachers." Circulation of books has proved popular and has helped in the English work.

Schools and libraries. See **Libraries and schools.**

Scientific libraries.

See also **Scientific literature; Technical literature.**

Course of business and division of labour in scientific libraries, by H. Fuchsel. Review. Lib. Assn. Rec. 11: 181-2. Ap. '09.

"At present many librarians use up the whole available strength of their staff in carrying out subordinate office and registration work. It would be an advantage to obtain a less highly educated type to carry out this work so that the professional staff might devote themselves to more purely professional work. This is being recognised, and a subordinate type of official with special training is gradually being introduced, but for many years yet there will be much mechanical work for librarians to do. Another method is to organise the library not on an official but on a collegiate basis. This has been done with success at the Strasburg Provincial and University Library, and the principle has been recognised in Austria. To maintain unity of management there should be conferences of the officials of all the faculties, and the chief librarian should take the final responsibility for all books purchased. This principle was recognised in some of the Prussian university libraries 100 years ago, but the rise of the professional librarian rather altered the relationship to the teaching staff. The time of the staff was more and more occupied by mechanical processes, especially as the numbers of books acquired and the number of readers increased rapidly. Each library must form a collegiate organisation for its own needs, as the Austrian example cannot be taken as a pattern for all. Second class officials (Mittelbeamte) with an education such is laid down in the Prussian regulations might be expected to administer the lending department, the accessioning of the books including the control of the periodicals, the exchange with the binder, the supervision of the reading-room and help with the catalogue. The scientific official would have the entering of the books in the author and subject catalogues, the preparation of the books for the binder, general control of the arrangement, filling up gaps, going through reviews of books, second-hand catalogues, etc. There might be conferences of all the staff to discuss knotty points, and consider suggestions for the purchase of books. At present the higher library work is more and more crushed out by routine work. The giving of ordinary hand-books and books for examinations might be left to porters, and there might be supplementary catalogues of select literature which need not be prepared by each library separately, but a co-operative catalogue with blank leaves for additions might be issued in which might be entered the shelf marks of the books in a particular collection. The public might be asked to fill up the application forms in duplicate so as to save the staff a considerable amount of writing. The more efficiently such methods of lightening labour are carried out, the more abundant will be the help afforded by librarians to the ever-widening demands of scientific research."

Need of a great reference library of natural science in London. E. R. Lankester. Nature. 80: 427. Je. 10, '09.

Scientific literature.

See also **Scientific libraries; Technical literature; also International catalogue of scientific literature.**

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bul. 1: 129-32. Jl. '07.

Contributions of the U. S. department of agriculture to the bibliography of science. W. H. Beal and E. L. Ogden. Bibliog. Soc. of Am. Proc. and papers. 2: 135-52. '07-'08.

Difficulties in the selection of scientific and technical books. E. A. Savage. Lib. Assn. Rec. 10: 162-74. Ap. '08.

Notes on this article are given under the heading **Book selection.**

Representation of science and technology in public libraries. E. A. Savage. Lib. World. 12: 1-4, 46-8. Jl.-Ag. '09.

Books rapidly become obsolete, but the library is a school. Its business is to teach. It is therefore necessary that scientific and technical collections be kept up for the student. Only large libraries can maintain these departments for specialists. The student collection should cover the subject broadly, but should embrace books of varying difficulty.

Scientific literature in public libraries. H. W. Bibliothekar. 1: 4-5, 20-1, 60-3, 70-4. Ap., Je., O., N. '09.

The books should be of the best quality, and not all of them should be scholarly. Good popular books should also be bought. There should be some books of travel but not three fourths of the scientific books should be of this class, as is the case in some libraries. All branches of science should be included, particularly the biological sciences. It is the business of the librarian to give advice on the use of the books.

Use of natural history books. E: J. Nolan. A. L. A. Bul. 1: 123-8. Jl. '07.

An attempt "to indicate to those not familiar with the specialties of the naturalist a few of the bibliographical aids to which he may have recourse in the conscientious performance of his work."

Scrap books. See **Clippings.**

Second hand books. See **Book buying; Prices of books.**

Selection of books. See **Book selection.**

Serials. See **Periodicals.**

Seven-day books.

See also **Loan department.**

Renewals, transfers and seven-day books. J. Cloud. Minn. Pub. Lib. Com. Notes. 9: 28-9. D. '06.

Notes on this article are given under the heading **Loan department.**

Seven-day book: why not transfer it? J. V. Cargill. Wis. Lib. Bul. 2: 44-5. My. '06.

Notes on this article are given under the heading **Loan department.**

Sheaf catalogs. See **Catalogs, Sheaf.**

Shelf arrangement.

See also Shelf lists; Storage of books.

Application of exact classification to shelf arrangement. G: A. Stephen. Lib. World. 11: 251-5, 325-31. Ja., Mr. '09.

"First there is the difficulty of arranging books of various sizes in juxtaposition to each other on the shelves. . . . When a library consists of a goodly number of large books, it is the usual practice to split the collection into three series: the octavos and smaller sizes constituting the largest series, the quartos forming another series and the folios a third. The dividing of the library into parallel libraries of octavos, quartos and folios does not affect the notation of the scheme in vogue, but to facilitate the finding of the books it is necessary to indicate in the catalog the series in which a particular book is located. . . . Every library must settle for itself how closely it will distinguish sizes on the shelves. By making size distinctions, regular appearance and economy of space is undoubtedly gained, but this method breaks up subjects into just as many groups as there are sizes. In any library it is most desirable to reduce to a minimum the number of different places in which the books of a certain class may be found, while in open-access libraries it is imperative that the library should be split up as little as possible."

A secondary arrangement under classes is necessary to distinguish one book from another. The accession number is sometimes used, but is objectionable because it separates the works of an author. The chronological method is most scientific and natural and has many advantages for the systematic student. This system has no advantages for the ordinary public library. Most libraries use an alphabetical sub-arrangement under classes. This may be approximate or absolute. The Cutter author table makes an absolute arrangement easy. Other systems have been devised by Brown and Merrill. Any use of such systems is unnecessary in an ordinary public library of 20,000 or 30,000 volumes. Close classification makes mechanical arrangement by authors easy without a system of marks. Fiction is an exception, having no class number, but falling naturally into alphabetical arrangement. Numbers may be attached to books by paper or painted labels, both of which are objectionable, or by gold lettering, which is best. They should be printed in two lines where there is more than a class number, and should be at uniform height from the bottom of the book. Elaborate systems of shelf tags to avoid misplacements are in vogue in some libraries. In libraries not having open shelves, it is not necessary to follow the exact sequence of the general scheme of the classification in shelving the books, it being advisable to place the most used classes where they are most accessible. Relative location need not imply constant shifting and confusion if sufficient space properly distributed be left when the library is first installed. Shelves should be adequately supplied with guides. "An effective system of guides has been provided at the Islington public libraries, which, being a typical up-to-date library system, may be briefly described. A coloured plan, clearly indicating the position of the main classes, is exhibited inside the library in a conspicuous position near the entrance; a framed card, indicating a main class (and sometimes a division also), projects from the top of each book-case; while on each shelf are labels bearing the progressive class number and name of subject or subjects of the books on that shelf."

Hundred million volumes housed in a city block. Lib. J. 34: 389-90. S. '09.

Oversize books. J. D. Stewart. Lib. World 9: 208-11. D. '06.

"Theoretically, the advantage of having the entire collection of a library in one classified sequence is great; practically, it is necessary

to have at least two sequences, octavo, including the bulk of the collection, and everything above octavo." Ordinarily a reader will expect to find all books in one sequence and he must be guided to any books which are not shelved there. This may be accomplished by means of wooden reference blocks which give the class, author and title of the oversize book in whose place the blocks stand. They also tell the reader to go to the special shelves for quartos and folios to find the book itself.

Problems of a shelf department. F. Carney. Lib. J. 33: 433-7. N. '08.

"In any library, large or small, a good shelf classification is essential. The size and character of the library must to a large extent determine the scheme of classification. . . . After a group of books is arranged, the next thing in order is to write a shelf-list. Some librarians prefer one on cards, and others a shelf-list in book form. A shelf-list in book form should have the features of a card list. In other words, the sheets should be single, in a spring back or other cover, so that they may be readily detached and new ones inserted at will. With a shelf-list in book form, the shelves can be more conveniently read, than if it were on cards. The entry on a shelf-list should be brief, but inclusive. It should give the number of volumes, author, title, place of publication, date and size. In the case of tract volumes a brief subject entry, with possibly the number of pamphlets, is all that is necessary. There should be a special tract catalog where the details can be entered. . . . In the entry of sets, care should be taken to specify the number of volumes or years and to note particularly whether two or more volumes are bound together, and vice versa. Where the volumes run regularly, a dash from the first to the last volume or year would be sufficient. . . . Good shelf-guides are convenient in any library, large or small. For a college library, where the professors and the advanced students are freely admitted to the stack, they are a necessity. A general guide, preferably in printed form, should be placed in a prominent position at the entrance to the stack. Besides this general guide, a summary of the contents of each row should be placed on both ends. It will also help readers to have guides placed on the shelves. The most inexpensive shelf-guide I know of is an ordinary paper covered brick. The end of the brick can be utilized as a guide, by pasting a large gummed label on it, and by lettering it with the contents of the shelf. The brick of itself makes a good book support for ordinary sized volumes, so that it serves the double purpose of a shelf-guide and a book support. . . . In a library with a considerable access to the shelves, there should be a constant examination to keep the books from being damaged, and to correct misplacements. The most used portions of the stack should be examined often than other parts of the library. It is a good plan in this work, first, to go over the entire library systematically, and then, before starting on another examination, to look over the most used portions. By this method, the shelves can be kept in fairly good order, and the labor of finding books decreased. . . . The more valuable books in a library should not be left on the shelves, but should be especially cared for in locked cases. These locked cases need not of necessity be near the classifications to which they belong. It is far better, especially in a large library, to have them housed in a separate room, with good table space for consultation, and with an attendant in charge." In shelving volumes the best way is to shelve all folios together without providing a special number for them in sub-groups. Classify the folios in their regular place but place the capital letter "F" at the end of the shelf-mark to indicate that the book is in the folio row. This plan protects the folios and increases the shelf capacity. Book-dummies are often used to represent books that are not classified in the regular way. Most of the dummies in use are too thin. "As a dummy represents a book, it

Shelf arrangement—Continued.

ought to be near its size and it should be thick enough to allow the writing of a title on the back. Perhaps the thickness of a half or three-quarters of an inch would be sufficient. This is large enough to be labelled and to have the number, the title, and the temporary location of the book written on the back. This prevents the necessity of pulling out the dummy to find location of the book. . . . There is a natural demand on the part of readers to see the new books that are being added to libraries." One plan now in use requires "every book received by the library to be placed, as soon as cataloged, in a new reference room connected with the delivery room. These books stay here for one week, and a different colored slip for each day placed loosely in the book, keeps track of the day when the book is to go to its regular place in the stack. This does not interfere in any way with the selective system already established. There still remain 'new book' shelves where the books of a popular character are placed for a longer period."

Shelf lists.

Card class register. A. J. Philip. Lib. World. 7: 323-5. Je. '05.

"The term class register . . . is applied to that short entry list of books . . . known variously as the shelf-register, stock-book and class catalogue. . . . The card shelf register . . . lends itself readily to a compact revision of stock, to a perfectly movable classification, and to class elasticity. . . . The card used . . . is ruled for author, title, class letter and number, section number, and accession number, and for stock-taking for twenty or more years, with a liberal space for remarks, where replacement, binding, loss, or new editions may be noted."

Records necessary for the small library.

O. P. Coolidge. Pub. Lib. 14: 12. Ja. '09.

"The shelf list is a record in which the books are listed in the order in which they are arranged on the shelves. It is a most important record, in fact, almost indispensable to any but the very smallest library, as it furnishes the only reliable means of taking inventory and of preventing duplication in call numbers. It is often used also as a subject catalog. Every librarian should take an inventory of the books at least once each year to ascertain whether any are missing. It would be a very slow and difficult task to do this without a record, corresponding in form to the arrangement of the books on the shelves. Hence the chief reason for the shelf list. One may use sheets or cards for the shelf list, but the latter method is growing in favor, as space must be left on the sheets for intercalation, and even then they must often be rewritten. A catalog card may be used, or a smaller card, as the information required will occupy but little space. The author's last name, the binder's title, call number and accession number are the only items needed. Different copies, volumes and editions may be entered on the same card."

Shelf department; preprint of Manual of library economy, ch. xx. J. A. Rathbone. 13p. bibliog. pa. 10c. '11. A. L. A.

Shelf list and the small library. N. Y. Libraries. 1: 250-1. Jl. '09.

Shelf list practice. C. Bacon. A. L. A. Bul. 3: 211-2. S. '09.

Shelves, Access to. See **Access to shelves.**

Shelving.

See also **Buildings.**

Book stack and shelving for libraries. F. 16op. 72 il. 22 plans. '08. Sneed & co. iron works, foot of Pine st., Jersey City, N. J.

Evolution of bookcases. J. W. Clark. Lib. Assn. Rec. 7: 555-8. N. '05.

The Roman books were made in rolls. At the end of each roll there was a ticket to tell what the subject of it was. If it was especially valuable it had a case which was called a jacket. The Romans probably kept these rolls in pigeon-holes. The codex was probably the roll cut into pieces and to keep these codices cupboards were used which looked the same as our wardrobes of to-day. These presses were arranged around a central column. The monasteries of the middle ages kept their books in presses which were also arranged around a column. As a model for their bookcases the monks copied the lectern and it was to these lectern-like cases that the books used to be chained. Later when books became more numerous the desks were pulled apart and shelves were put between them. The next step was to put books against the wall and this system was first used in England by Sir Christopher Wren at Oxford. "He also conceived that it would be convenient for study to place bookcases at right angles to the wall, so that in the enclosed space thus formed classes could meet, and in this way he happily combined the old and new methods."

Library book-stacks without daylight. W. W. Keen. Science, n.s. 29: 973-4. Je. 18, '09; Same. Pub. Lib. 14: 290-1. O. '09.

Notes on this article are given under the heading **Lighting.**

Library building and book stacks. B. R. Greek. Lib. J. 31: C 52-6. Ag. '06.

"In these days it is superfluous to state that the shelving should be close at hand, easily accessible throughout, conveniently adapted to the accommodation of its contents and for their economical rearrangement, reclassification and reception of accessories; clean and free from dust, well ventilated, with uniform and constant temperature of about 68°, well and even brilliantly lighted whenever and wherever required in the stack at all times, day or night, and conveniently provided with stairs and elevators." Until recently daylight was almost wholly depended upon for finding books on the shelves, but often valuable space and much money have been expended to secure this and with limited success. Daylight is unequal and unsteady and as libraries are much used by night we are without it about half the time. Again books exposed to the direct rays of the sun are frequently damaged. It is necessary in any case to equip stacks with artificial light and to use it frequently during the day, and always at night. Great expense would be saved if stacks were located in the least expensive and darkest place and then were well equipped with electricity. "The best modern book stack structure is a very simple, light, self-contained framework of steel and iron with three decks, preferably of white marble or translucent glass, the shelving itself and supports being of steel open work."

Shelves around reading rooms. C: C. Soule. Pub. Lib. 14: 134. Ap. '09.

Wall shelving in reading rooms consumes space needed for readers, and detracts from the quiet necessary for study. One foot around the outside of a room plus the necessary three feet for an aisle cuts off a large percentage of seat and table capacity. Adjoining stack floor with good light and wide aisles can be utilized for shelving.

Shelving books. See **Shelf arrangement.**

Ships' libraries.

Libraries on the transatlantic liners. C. Winter. il. Bookman. 33: 368-75. Je. '11.

There is a "wide diversity in the nature and care of libraries" on board the different steam-

Ships' libraries—Continued.

ship lines. What passengers want to read can only be guessed at. The North German Lloyd and Hamburg-American lines make their libraries an important feature. On the English steamship lines the traveling library system is gradually displacing the individual ship's library. "An ideal ship's library should be a rather small one containing at least a few volumes of the sort that we all ought to read and seldom, if ever, do; it should have, moreover, some books of travel, and whatever fiction it contains should be frankly of the adventurous sort that will arouse us from somnolent day-dreams. But let there be no books of the sea in it. Travellers who are not good sailors read for the purpose of forgetting where they are; while those who love the ocean for its own sake have no use for second-hand impressions when they have before their eyes its vast and ever-changing expanse."

Signs. See Placards.

Small libraries.

See also Branch libraries; Organization of libraries.

Advantageous use of public documents in a small library. A. A. MacDonald. Lib. J. 35: 503-5. N. '10.

Notes on this article are given under the heading Public documents.

Architecture of the small library. E. L. Tilton. Pub. Lib. 16: 341-3. O. '11.

As they do in Vermont. C. K. Bolton. Lib. J. 36: 633-4. D. '11.

Book list for a small library. E. Prime-Stevenson. Ind. 71: 1328-31. D. 14, '11.

Notes on this article are given under the heading Book selection.

Building a library. F. B. Taylor. Ia. Lib. Quar. 5: 192-3. Ja. '08.

"Many people unthinkingly assume that a house is a library. They have not yet learned that a library is a bookery. . . . Books, books, books is the call of the library; books intelligently selected, of dignified size and substantial make, and fresh. A literary cemetery is not a library. Every citizen should count on putting some cash directly into his local public library every year for the purchase of new books, as he counts on taxes and subscription papers. . . . If your library has not the 'Readers' Guide to Periodical Literature,' buy it at once. Ten cents or less from each patron would probably cover the cost. Subscribe for the current issues. . . . They enable a patron to put his finger on the best discussions of the most important topics up to the latest moment. If you also have the Abridged Poole's index for the dates prior to 1900, so much the better. Then encourage and help your librarian to collect the publications indexed, or a suitable list selected from them."

Cataloging in small libraries. E. P. McDonnell. Wash. Lib. Assn. Bul. 2: 2-5. Ja. '06.

Notes on this article are given under the heading Cataloging.

Common sense in cataloging small libraries. A. Van Valkenburgh. Lib. J. 31: C127-9. Ag. '06.

Notes on this article are given under the heading Cataloging.

Directions for the librarian of a small library. Z. Brown. O. 22p. '09. New York state education dept., Albany.

"This little pamphlet is a practical guide-book for inexperienced librarians to aid them in administering their libraries. It is not intended as a manual for the organization of small libraries by persons not experienced in library work, but as a guide to be left in a library already organized by some experienced person. It has been especially prepared for the use of the library organizers in New York state, and the methods suggested are intended primarily for libraries of a few hundred volumes that are not expected in the future to exceed about 2000 volumes. The pamphlet is supposed to be annotated to meet the changes in methods and size of a library. The points covered are book selection, book ordering, accessioning, pasting and labelling, classification, catalogs, inventory, withdrawals and replacements, statistics of circulation, pamphlets, annual report." Library Journal.

Documents for small libraries. A. R. Hasse. Pub. Lib. 11: 511-3. N. '06.

Notes on this article are given under the heading Public documents.

Enlarging field of the small library. F. A. Hutchins. Minn. Pub. Lib. Com. Notes. 2: 39-43. N. '07.

Expensive books and the small library. N. Y. Libraries 2: 251-2. Jl. '11.

Notes on this article are given under the heading Book selection.

Experiences of a Vermont library. R. Proctor, jr. Vermont Lib. Com. Bul. 4: 2-4. Je. '08.

Government documents and the small library. M. K. Hasbrouck. Pub. Lib. 14: 52-3. F. '09.

Notes on this article are given under the heading Public documents.

Government documents in small libraries. C. W. Reeder. 9p. pa. '10. Board of Library Commissioners of Ohio, Springfield, Ohio.

Notes on this article are given under the heading Public documents.

Hillsboro's good luck. D. Canfield. Atlan. 102: 131-9. Jl. '08.

How to make a library attractive. C. M. Hewins. Conn. Pub. Lib. Doc. No. 8: 27-32. 1901.

In starting a library, every possible means should be used to attract the public to it. "If possible, get a room on the ground floor. A long flight of stairs has lessened the usefulness of many a library. Use it for a library and nothing else. . . . Have two or three tables to begin with, plain pine tables are good enough, and reasonably comfortable chairs, some of them lower than others. Subscribe for half a dozen magazines and papers at a dollar a year, like McClure's, Munsey's, Cosmopolitan, The Puritan, The Ladies' home journal, and the Youth's companion, that is, more for grown-up young people than for children. If you have a little more money, put it into the more expensive illustrated magazines or Harper's weekly, Frank Leslie, and the Illustrated American. Do not try at first to get the heavier magazines, like the Forum or North American review. . . . Your first year's money should be spent for books on subjects that will be read. This year, for example,

Small libraries—Continued.

I should spend as much as possible for books on the late war, even if I did not buy another volume of history. A hundred dollars should give you forty good novels, thirty children's books, and thirty volumes of war history, travel, electricity, house-building, and a few good biographies, with a book or two of reference, like Brewer's Dictionary of phrase and fable or Bartlett's Familiar quotations. Scholars and students must wait. You cannot yet afford to buy a book that only two or three of your readers will ever call for. Your shelves will perhaps be of the plainest and roughest, but let your readers go to them. . . . In order to make a library attractive you must convince your townsfolk that there is something in it on every subject that any one wishes to know something about. The Tribune and the World almanacs at twenty-five cents each are worth much more than their price. . . . The American agriculturist year-book, too, is much more than a farmer's manual, for it tells of our new possessions, and gives hints on the investment of property, and lessons in swimming, gymnastics, and the deaf and dumb alphabet. It is free to subscribers for the paper, and otherwise costs fifty cents. A dollar a year for these three almanacs will answer many questions in libraries which cannot afford large and costly encyclopaedias." The librarian should utilize her spare hours, when there are no patrons to wait on, in becoming acquainted with the books so that she may be better able to serve those who come to her for information.

How to make a library useful to a small town. S. H. Hulsizer. Lib. J. 34: 257-60. Jc. '09; Same. N. Y. Libraries. 1: 232-5. Jl. '09.

A small library was being prepared for opening. A newspaper notice brought several ladies and young people to the library to donate their services for mechanical preparation of the books. This established interest and good feeling and a respect for the library on their part. The workmen who helped convert an old storeroom and its furniture also became interested. Valuable suggestions as to desirable subject matter for the library were received from these men. Application cards were taken to the schools for distribution and a talk given. The children were told how they and their parents might obtain books, and that books in certain foreign languages were available. Priests and mission workers were consulted in the selection of foreign books. The newspapers freely kept people informed as to the progress of work in the library, and afterwards printed its book lists. Library of congress cards were ordered by slips containing author, title, place, copyright, date and publisher, instead of by serial number. After reading a description of the catalog in the newspapers, the people wanted to use it. No book numbers were assigned. A slip accession file served as an index to the shelf list, and vice versa. Book cards were filed by accession numbers. There being no other means by which an adult foreigner could be taught to read English, simple books for the study of English were bought, and the librarian permitted a number of men to come to the library for lessons one hour a day. Teachers were invited to cooperate with the library in sending their pupils for material. Lists of books for schools giving also the Dewey class numbers were printed. According to a schedule, the various classes were brought to the library for instruction in the use of reference books and the catalog. Notice was posted in hotels that strangers might use the library. Non-residents in the country were allowed to borrow books. Much reference work was done by telephone. Subjects of timely interest, both general and local, were made the most of at the library. A peddler of Persian rugs served as an excuse for drawing attention to books on Persia. Librarians in small towns might profitably spend more time in reading and knowing the people and less in making lists and bulletins.

Inexpensive resources for small libraries.

A. V. Milner. Pub. Lib. 11: 363-7. Jl. '06.

"If I were fitting up the reference department of a new small library anywhere in Illinois, the first two books I should ask for would be the latest edition of the unabridged International dictionary, costing about \$8, and the current volume of the Dally news almanac, costing 30 cents." Before selecting a third book, helps on library economy, bibliographies and free publications should be considered. The first group is headed by Mr. Dana's Library primer; Miss Hitchler's A. L. A. Library tract, Cataloging for small libraries; Mr. Wyer's New York State library bulletin, U. S. government documents; and the A. L. A. catalog for 1904. These four cost \$1.80. Additional tools are Dewey's classification, Library school rules, Miss Plummer's hints to small libraries, A. L. A. tracts and the periodical "Library Work." Many valuable bibliographies are free or inexpensive. A carefully chosen supply of free publications may influence the selection of books. Many advertising booklets issued by railroads and manufacturers have valuable reference material.

Librarian of a small library. C. K. Bennett. Minn. Pub. Lib. Com. Notes. No. 1: 2-4. D. '04.

Notes on this article are given under the heading Librarians and assistants.

Library commission, the small library and the card catalog. A. S. Tyler. A. L. A. Bul. 2: 370-2. S. '08.

Notes on this article are given under the heading Catalogs.

Library resources of low cost and high value. A. V. Milner. N. Y. Libraries. 1: 173-7. Ja. '09.

"The ideal of those who are responsible for even the smallest library is a collection of well selected books, frequent interesting additions to the circulating department, a useful, active reference department, and the whole well organized, popular, and managed by a capable librarian." It is desirable but by no means essential that the librarian be a library school graduate. "If she is intelligent, interested in the progress of the library and the welfare of each individual who uses it, and ready to make every effort that will benefit either people or library, she is of the material of which the best librarians are made, whatever their training. The essential principles of library economy that your librarian wants to learn are presented in a few inexpensive handbooks. The clearest and simplest of these for a beginner is Dana's Library primer, costing \$1. Get it of the Library bureau, Boston, New York or Chicago, and ask for their free pamphlet, How shall I catalog my library, and for a list of their other publications. Send also for a circular describing the 5 cent tracts and 15 cent handbooks of the A. L. A. publishing board, 34 Newbury street, Boston. They treat the various subjects to be considered by librarian and library board." Frequent additions to the circulating department can be best supplied thru traveling libraries. "Then there are opportunities for buying at secondhand, and there are inexpensive editions of much of the fiction needed in public libraries." Much useful material is contained in the government documents and they may be obtained at very small cost. Ask the Superintendent of documents at Washington for a list of titles and prices. Check what is wanted and send the list to your representative. Advertising booklets and files of old magazines can often be collected without cost, and contain much valuable material. An inexpensive way of cataloging is to buy a good printed catalog and check it, writing in the book numbers. By interleaving it, books not printed in can be written in. It is necessary

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to keep well informed about what is going on in the library world, and so a good library periodical should be subscribed for. "Library institutes and meetings of library associations are valuable and inexpensive resources, for much inspiration and information are gained in return for a modest outlay of money."

Magazines for the small library. K. I. Macdonald. Wis. Lib. Bul. 4: 1-9. Ja. '08.

Notes on this article are given under the heading Periodicals.

Magazines in a small library. F. Rathbone. Pub. Lib. 14: 377-8. D. '09.

Notes on this article are given under the heading Periodicals.

Make room for the document. Symposium. Pub. Lib. 14: 126-7. Ap. '09.

Public documents have positive value for the small library. The librarian must know what they contain and indexes must be available.

Mission of the small library. M. L. Breene. Penn. Library Notes. 3, no. 2: 2-9. Ap. '10.

"It is no longer merely a place of reference for the educated, or a resort for natural book lovers, but it has united with other civic and municipal forces operating outside the home. The library has changed from the sought to the seeking. It is stretching out its hands to draw in and interest and educate, not content to be passive any longer, but eager, active, aggressive. . . . The importance of stocking a small library for a small town, seems to me to overshadow all other points of the work, inasmuch as the demands may be as varied as in a metropolis, even tho fewer, the need for wisdom in the choice of a small collection becomes greater. After the first great purchase is made, embracing titles every library must have, after the library is in working condition, then comes the librarian's study of the needs of her own particular community as she finds it, the beginning of her mission. There is of course the recognition of demands along the beaten tracks. The demand for outside reading for the school children from the time their geography and history days begin on thru the high school, where the librarian can give invaluable assistance not only in all subjects pursued there, but she becomes almost a necessity in the essay and debating work. . . . Aside also from the varied general information, for which the community depends upon its library, there come the requests from the literary and culture clubs which the town possesses. . . . Every community has its line or lines of interest, which with a little foresight on a librarian's part may be stimulated and fostered greatly. Nor does it have to be some deep technical line of work. Where a few years ago it would be absurd to find in a library anything but encyclopedia articles on such ordinary things as cooking, dress-making, and millinery, various trades and industries, now periodicals of these activities have their rightful place on the library table and interesting, authoritative, and technical books on these subjects are placed attractively on the book shelves. Lists of new books are even printed in the town papers. . . . Inasmuch as the library in a small community is under the direction of but one person, who must look after all its phases, it is quite impossible to give each child or even a few of the children a close supervision, coming in, as they do, in a troop, after school hours or Saturday afternoons. Such a librarian can only be aware of what other libraries, with a corps of assistant librarians, are doing with the children, the results gained for example by the children's own librarian in the story hour or other subterfuge used to awaken a love or longing for the best stories. But every library, notwithstanding, recognizes its special mission with the

children of its own town and puts forth extra efforts, according to the means at hand to do this work. The atmosphere of the library is made pleasant and home-like, attractive bulletins and pictures are hung there and the librarian strives in every way to win the confidence of the little people, so that her advice and suggestion may be received with unquestioning acceptance. The complaint of a librarian of a large place, that there can be no, or very little personal contact with the reading child, does not, or need not hold in a place of small size. To know the contents of the books of an entire library, even a small one, approaches the limits of the impossible and is of course not expected, but the children's books, every librarian feels a deep necessity of knowing, personally and intimately as possible. No lists are scanned so thoroly, no purchases are harder. She knows she has to constantly break down the long standing idea that, that which is best for her charges is considered dull and uninteresting; classic in other words. It has to be her constant guard lest while she avoids the dime novel class, she runs right into the less dangerous, but dangerous withal, class of books, of no particular aim or object, with no stimulus, nor influence and hence dissipating in its effect. She has to watch the undue demands for apparently harmless books, and at times discreetly withdraw them from the shelves. In short she uses all her originality and ingenuity to place attractively on the open shelves the books she most wishes in circulation."

Money making for the smallest libraries.

F. Hobart. N. Y. Libraries. 1: 199-203. Ap. '09.

Very small libraries, with annual incomes from taxation as low as \$15, \$25 or \$50, have raised considerable sums of money for the library in ways described by Miss Hobart. The ladies of one community formed a club to make rugs, using the proceeds of the rug sales to buy and remodel a building. In another a sewing circle helped the library by selling articles and giving entertainments. A bazar on the lawn of the town hall, ice cream served once a week on the porches and lawn of some home, library magazines, debates, the dog tax, appeals through the papers, by posters and circular letter, penny concerts, a carnival, automobile rides, tag day, plays and box suppers are other methods of raising money. "In each case the method or plan for raising funds must be suited to the community, if it is to be a success. On general principles: the following rules may serve as guides: In attempting to raise money for public purposes remember first, that all mankind must eat, secondly, that most of mankind loves to be amused, thirdly, that something new always attracts. And these precepts apply to the poorest and smallest communities as well as to larger and richer ones. In planning to raise money then, one or all of these three should be kept in mind. Other factors of success in raising money, which are often lost sight of, are the usefulness of the library and the personality of the person in charge of it. No town nor townspeople are going to be greatly interested in a library that is of no use to them, that is open but half a day a week, that never gets the right book to the right person, the librarian of which is merely a handler of books and not an attractive personality. Better a good librarian with few books than a poor librarian with many books. Efforts to raise funds in any place, for library purposes, will succeed in proportion to the usefulness of the library and librarian. . . . Another librarian took advantage of the fact so obvious that it is usually overlooked—that as the individuals who vote the appropriation for the library are men, it is men that should be kept interested in and supplied by the library. She said, 'We have bought books for the children and all the nice old ladies; now let's have some for the men.' And she got them, and in a town whose industries are largely manufacturing and which has seen financial depression accordingly, she has always received from the annual meeting of voters whatever she has

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asked for the library, and without any question or opposition. The library has never had any aid from the state, has 6,000 volumes, with an annual circulation of nearly 41,000, and the town having a population of 3,432, pays \$1,100 annually for its support. This is the ideal way in which money should be raised for the library in any community—by making the library so useful and popular that its voters will be glad to pay for it from municipal funds as they do for their roads and schools. . . . No one can get anything for nothing—all the funds that have been mentioned cost somebody or bodies long and anxious thought, not only mental anxiety, but physical exhaustion. Somebody had to plan, and somebody to execute, somebody gave of his best that others might benefit. No person connected with any of the libraries mentioned has had library school training, many receive no salary at all, some get \$5, \$10 or \$15 a year, one, \$400. Many are women with family cares and home duties. Often the librarian, though a woman, sweeps and cleans the library and tends the stove or furnace, and thus saves funds. One sleeps in the fireless attic of the library and cooks and eats in the basement. All have pluck, common sense and patience and most of them the fine executive ability needed to raise money. Some have, by home study, become proficient in cataloguing and other branches of library science. One woman had begun to recatalogue her library, but was thrown from a carriage and her hip broken. Without delay she had books wheeled from the library to her house in a barrow and went on cataloguing till she was able to be out."

Next step for the small library. Ia. Lib. Q. 6: 1-2. Je. '09.

Trustees should provide an understudy for the librarian—some one who may serve as occasional help when the librarian is unable to be on duty, and who may be ready to take up the work if the librarian resigns. Moreover, a librarian should have opportunity to mingle with the people in their evening gatherings, and to attend library meetings.

One year in a small library. B. C. Hall. Wash. Lib. Assn. Bul. 2: 6-9. O. '06.

The Yakima, Washington, library was started in 1892. A librarian was put in charge in 1902. At that time there were 1000 volumes arranged alphabetically and some government documents, pamphlets, etc., covered with dust. "The charging system was certainly simple. Each borrower had a card made out with his name, address and date when his time was up. On this card were written the accession number of the book taken by him and date when taken and returned. These cards were piled up in alphabetical order on the table. There was no way of knowing when a book was overdue or who had had a book too long without going through the whole pile." The first improvement was to put the children's books by themselves. "My ideas of a librarian's duties were also extremely simple about that time, never having heard of library science or seen a library journal. . . . I thought all I had to do was to charge books and read." In 1904 a Carnegie library was promised and the librarian took a summer school course in library training. An accession book and a copy of Dewey's Classification were obtained. An attempt was made to charge books according to the Browne charging system. "One great benefit of this charging system has been to increase the circulation. Giving two cards to each person and telling them that the blue card was for an extra book if it was not fiction, encouraged those who wanted fiction anyway to take something else beside, and all the children wanted to use their new card. . . . Last winter we added one book which has brought more people to the library than any other. This is the Readers' guide, a cumulative index to periodicals of 1900-05. The monthly magazine Readers' guide brings this down to date. The next thing was to get the magazines in-

dexed in this. Some of them we had taken and saved since 1902." Many others came in as donations when the people found out their value to us. "The Readers' guide index brought the high school students to the library in a body to look up debates. Another thing that is going to be valuable to the students is government documents. When they are classified, arranged and indexed and the students taught to use them they will add greatly to the reference facilities of the library."

Picture exchange for small libraries. M. Palmer. Neb. Lib. Bul. No. 3: 1-3. N. '06.

Notes on this article are given under the heading Pictures.

Possibilities for work with children in small libraries. H. U. Price. Pub. Lib. 14: 121-3. Ap. '09.

Notes on this article are given under the heading Children's department.

Practical small library. A. Kildahl. For Folke-og Barneboksamlinger. 2: 101-6. D. '08.

The Carnegie library of Huntington, Indiana, is commended, both in building and in management, as a model for the smaller Norwegian cities. Short bibliographies are made during the summer on the topics to be discussed in the clubs and are mailed to leading members. Students of a business college practice on the library typewriters and copy useful lists for distribution. One month, for example, a list showing the library's resources on birds was distributed in the schools.

Problems of a small town library. S. B. Askew. Lib. J. 31: 705-8. O. '06.

The library of less than 5000 volumes is the one discussed. Most of its problems arise from lack of money. To do technical work the librarian might stay over hours. She should not drive people away by being too officious. She can devise plans to make the towns-people become so interested that they will help her in her work. In the matter of supplies a wise economy should be used. In re-binding books the state commission is a great help.

Problems of the smaller libraries. T: H. Briggs. Dial. 44: 68. F. 1, '08.

Public documents in small libraries. C. Evans. Pub. Lib. 12: 345-7. N. '07.

Notes on this article are given under the heading Public documents.

Public library from the business man's standpoint. H: R. Hunting. Pub. Lib. 13: 335-9. N. '08.

"First of all a library presupposes a building—a home for the books. It seems to me that the library building for the small town should be such a structure as the citizens might well be proud of—it should be located centrally and should have an appropriate setting; it should be architecturally fine, well lighted and convenient." In buying books, the people must be considered, in order to get the books most suitable for the community. "A library, to be of the greatest service to the community, should be largely an educational institution in one way or another. That library which circulates for the most part popular fiction is not accomplishing the greatest amount of good." Special effort should be made to interest people in good books by means of book lists distributed in various ways or published in the newspapers. Another way to create interest is by lectures about books. "If in a farming community, have a talk on agriculture—the best and latest scientific way to treat soils—or something of this sort. This would draw the farmer and his family to the library, and at

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the same time an exhibition of books might be made. . . . Much of the success of library work must depend on the librarian. The work of a librarian demands a good many qualities—knowledge of books, a love for books, patience, tact, some knowledge of human nature, and a saving sense of humor. . . . The trustees or directors should be ready at all times to give advice, criticize, suggest, and do everything possible to aid the librarian. At the same time, an opportunity should be given to librarians to work out their own ideas, apply their own methods, and do their duty conscientiously and faithfully as they see it."

Public library in a small town. Mrs. J. M. Walker. Wash. Lib. Assn. Bul. 2: 10-2. O. '06.

Recent developments in small library design. L: W. Claude. Wis. Lib. Bul. 4: 9-11. Ja. '08.

Notes on this article are given under the heading Buildings.

Records necessary for the small library. O. P. Coolidge. Pub. Lib. 14: 10-3. Ja. '09.

"If a library can provide but one record, the record which will furnish the most information in the smallest space at the least cost with the least expenditure of time, is the accession record, that is, the chronological list of the books in the library. Each book is entered in the accession record in the order of its receipt. The most satisfactory way of keeping this record is in the accession books supplied by the Library Bureau. The condensed accession book, costing five dollars per 5,000 lines, is sufficient. Every book (volume and edition) is listed on a separate line. The number of the line upon which the book is entered is taken as the accession number and this number is written in the book, usually on the page following the title page. The condensed accession book has space for the following entries: Date of accession, accession number, author's name, title of the book, place of publication and publisher, date of publication, paging, size, binding, source, cost, classification and book number, volume number and remarks. Some of these items may be omitted, particularly the paging and size, which require more time for entry than the others, but most of the items will be found useful for the identification of a book, for the correction of errors and for other information. Later, the binding items and the loss or withdrawal of a book should be noted. Thus the accession record shows the exact resources of a library and contains the entire history of every book. In libraries, where the minor records are not provided, the accession book may serve as a withdrawal, order and binding record, statistical record and gift book. The three most practical uses of the accession record are: (1) As a source from which the monthly and yearly reports can be compiled. (2) As a place from which to find the value of a book, which is lost and for which the borrower wishes to pay. (3) As a basis for insurance. In case of fire the insurance agent will demand a statement of the loss, and from the accession book, an easy record to save, the information needed can quickly be secured. . . . The catalog is the source from which the public learn or should learn what the library contains and the aid upon which the librarian must depend to a very large extent. . . . The form usually recommended is the dictionary catalog, that is, the author card, the title card (where a book is apt to be called for by its title), and the subject card or cards, arranged together in one alphabetical order. The catalog then shows, first, what books the library has by a certain author; second, what books on a certain subject; third, whether it contains a book by a certain title. . . . The shelf list is

a record in which the books are listed in the order in which they are arranged on the shelves. It is a most important record, in fact, almost indispensable to any but the very smallest library, as it furnishes the only reliable means of taking inventory and of preventing duplication in call numbers. It is often used also as a subject catalog." If a small library is supplied with these three records there will be but few questions in regard to its contents that cannot be answered satisfactorily.

Reference work in a small library. M. Banks. Wash. Lib. Assn. Bul. 2: 5-7. Ja. '06.

Notes on this article are given under the heading Reference work.

Reference work in a small library. I. Pierce. Lib. Occurrent. 2: 9-10. O. '08.

Notes on this article are given under the heading Reference work.

Reference work in a small library. M. Van Buren. Minn. Pub. Lib. Com. Notes. No. 2: 1-4. Mr. '05.

Notes on this article are given under the heading Reference work.

Reminiscences of an untrained librarian. Pub. Lib. 13: 207-11. Je. '08.

A humorous description of the making over a library which had the distinction of being the worst in the state.

Ridgeway public library. G: B. Snyder. Ontario. Education dept. Report on public libraries, etc. 1910: 513-6.

The citizens of Ridgeway, Ontario, were undaunted by the fact that Mr. Carnegie only erects library buildings where such are needed and "does not think that a village of 600 needs a special library building but that accommodation might be rented to serve the purpose." They were even a little indignant and went to work to secure a building thru their own efforts. The public was interested, public meetings were held. One citizen gave the building site, subscriptions to the amount of \$860 were pledged, others gave their services in carpenter work, teaming, etc. A small attractive building in bungalow style with a reading room 20x20 ft. and a stack room 20x16 ft. was completed at a cost of less than \$1,200 (including gratuitous labor and value of lot). An expert from the Library Bureau came out to catalog the library and put it into working order. The result is a public library which means more to the people who made it than a library housed in "rented accommodations" or in an expensive gift library building ever could.

Small library: a guide to the collection and care of books. J. D. Brown. D. 154p. *75c. '07. Dutton.

Small library as a library center. E. F. Wakeman. Pub. Lib. 11: 9. Ja. '06.

Notes on this article are given under the heading Township extension.

Small library in California. Spectator. Outlook. 99: 1020-2. D. 23, '11.

Small library's solution for public documents. J. G. Smith. Pub. Lib. 11: 514. N. '06.

Notes on this article are given under the heading Public documents.

Small town library. L. Huntley. Lib. World. 11: 205-8. D. '08.

Notes on this article are given under the heading Librarians and assistants.

Small libraries—Continued.

Special collections in small libraries. C. McIlvaine. Pub. Lib. 10: 271-3. Je. '05.

Notes on this article are given under the heading Special collections.

Suggestive list of books for a small library recommended by the League of library commissions. O. 58p. pa. 15c. '05. League of library commissions.

Technical notes for small libraries. M. E. Hazeltine. Wis. Lib. Bul. 2: 44. My. '06.

Notes on this article are given under the heading Cataloging.

U. S. government documents in small libraries. J. I. Wyer, jr. 3d ed. D. 28p. 15c. '10. A. L. A. Pub. Board.

Village libraries with large circulation. N. Y. Libraries. 3: 19-20. O. '11.

Village library and the farm. W. R. Eastman. N. Y. Libraries. 1: 37-40. Ja. '08.

Notes on this article are given under the heading Library extension.

Village library in Massachusetts; the story of its upbuilding. (A. L. A. pub. bd., Library tract, no. 8.) M. A. Tarbell. D. 19p. pa. 5c. '05. A. L. A. pub. bd.

The Brimfield library has been confined to one room, is open only during a part of two days each week and had until 1898 only from \$100 to \$200 annually. Brimfield is eight miles from a railroad. In 1905 it had nearly 5000 well selected volumes and had a large influence in the community. Nowhere is there a freer free public library. "The opportunity to handle books is not only of practical help in making selections, but promotes acquaintance and friendly intercourse with the books, and puts patrons on terms of affectionate regard and cherished intimacy with the library. People may take out as many books at a time as they wish. . . . The stranger within our gates for a night, or the sojourner for some weeks, whether road-surveyor or summer boarder, has all the privileges of the habitant and native. Conversation is allowed and Saturday evenings are like a reception. Books are sent to outlying districts. The work of getting the books to the patrons is voluntary in most cases. Travelling libraries have been of incalculable benefit. A picture fund has been raised and pictures as well as books are loaned.

Vote on best books of 1900 for a village library. M. T. Wheeler. N. Y. Libraries. 2: 130-3. Jl. '10.

What a library may do for a small town. A. E. Bostwick. N. Y. Libraries. 1: 172-3. Ja. '09.

"The library of a small town is rarely large, but its librarian is apt to regard this as too much of a limitation. The limitation that really matters is a deficiency in quality or a lack of adaptation of reading matter to readers. . . . The main thing is to have an acknowledged center where one may come into contact with information and ideas somewhat different from those accessible at the corner grocery. It is a good thing for people to know that books exist, and still better to know that they exist in the community under conditions that make it possible for every one to read them. This being premised, the next thing that the library may do depends on the librarian. It is the fitting together of books and community. This may involve change in both. The taste of the community may be such that only a trivial and undignified collection would suit it. If so, the

taste must be improved and the librarian must improve it. . . . In other words, the small library should buy good books that its people want to read; and it should also get other good books and make its people want to read them.

Among good books that a small library should have are some that are good for its particular community. No matter how small a library is, it may have at least one collection that is the largest and best of its kind in the world—its collection of local material—files of the local papers, pamphlets and books published by residents, biographies of its eminent citizens." The second way in which a library may be of use in a small town, is by assuming some of the functions of an art gallery, a museum, a botanical garden and a lecture bureau. In doing this certain limitations should be observed. "First, the usefulness of the library as a library must not be sacrificed, and wherever possible, these other departments of work should be made to point the way to the books. Secondly, these departments should be strictly local—the only way to make them at once dignified and valuable."

What the librarian of a very small library can do for the children. F. Morton. Neb. Lib. Bul. No. 1: 3-7. F. '06.

Notes on this article are given under the heading Children's department.

What the state library association should do for the small library. Lib. J. 31: C247-51. Ag. '06.

What the state library commission can do for the small library. Lib. J. 31: C251-4. Ag. '06.

Why a town should establish a free public library. Vermont. Lib. Com. Bul. 3: 1. D. '07.

A free public library under municipal control has a known income, and is not dependent upon subscriptions and entertainments. Because it is owned by the people they take an interest in it. It supplements the work of the schools and is permanent.

Work in a small library. B. M. Kelly. Pub. Lib. 14: 45-9. F. '09.

Notes on this article are given under the heading Administration.

Smoking rooms in libraries.

Library smoking room. E. McCullough. Pub. Lib. 11: 250. My. '06.

Experiment. E. F. McCullough. Ind. State Lib. Bul. No. 11: 2. Mr. '06.

Notes on this article are given under the heading Libraries as social centers.

Social centers, Libraries as. See Libraries as social centers.**Social settlements and libraries.**

Libraries in relation to settlement work. C. Stewart. Lib. J. 31: C82-5. Ag. '06.

"As long as the library is the permanent factor in a settlement district (where the demands for information are apparently never satisfied) it is the library that must serve as the educational directory for the community. It must know what the evening school, clubs, settlements, societies, are prepared to offer or can be induced to offer."

—Discussion. Lib. J. 31: C231-2. Ag. '06.

"The librarians in charge of these branches endeavor to identify themselves with the work of the settlement as far as possible, in some cases becoming residents. In no other de-

Social settlements and libraries—*Continued.* partment of the library do the workers gain so intimate a knowledge of their readers, nor is it anywhere else so greatly needed."

Social work of libraries. See **Libraries as social centers.**

Sociology.

Library and social movements. bibliog. Wis. Lib. Bul. 7: 5-16. Ja. '11.

The growing consciousness of the duty of the individual to society is an indication of the progress of our civilization. Matters of social welfare are today of first importance. Many librarians who wish to keep abreast of the times by providing adequate material on these subjects of general interest find themselves handicapped by meagreness of funds. There is, however, a wealth of material that can be procured at slight expense and it is to bring this material to the knowledge of librarians that the bibliography which accompanies this article has been prepared.

Useful sociological books for debating clubs. M. F. Lindholm. Pub. Lib. 12: 354-6. N. '07.

The list is a useful one because the books are marked pro and con.

Special collections.

See also **Local collections.**

Avery library of architectural literature at Columbia. E. R. Smith. Columbia Univ. Q. 13: 195-205. Mr. '11.

Collections of the Wisconsin historical society on the history of the middle west. A. C. Tilton. Lib. J. 30: 917-20. D. '05.

Columbia university library collections: monumenta and raria. V. G. Simkhovitch, il. Columbia Univ. Q. 13: 173-82. Mr. '11.

Local collections: what should be collected and how to obtain materials. W. H. K. Wright. Lib. Assn. Rec. 7: 1-11. Ja. '05.

Special collections in American libraries: the John Carter Brown library of Brown university. M. E. Clarke. Lib. J. 30: 69-72. F. '05.

The library is a collection of Americana, and has also a strong bibliographical department, and an important collection of incunabula. The purchase of books still continues.

Special collections in libraries in the United States. I. G. Mudge. Lib. J. 34: 546. D. '09; Same. Pub. Lib. 15: 20. Ja. '10.

The Bureau of education has in preparation a report on special collections in libraries in the United States.

Special collections in small libraries. C. McIlvaine. Pub. Lib. 10: 271-3. Je. '05.

"The nature of a special selection in any given library will be determined largely by the character of the community or the special interests of the residents. For example, Belfast, the great depot of the linen trade of the north of Ireland, has its special Linen hall library, the chief feature of which is works relating to the staple industry of that city. Similarly, Grand Rapids, Mich., has now a special collection on the evolution, history and manufacture of fur-

niture, which will ultimately be the largest in the world. . . . A local collection should contain all the literature that is obtainable bearing upon the archaeology, topography, history, science, politics, art and social conditions of that locality. . . . An important branch of local interest . . . is the preservation of pictorial representations of localities. . . . By securing accurate representations of old buildings we can furnish a record for posterity whose accuracy can not be disputed. . . . I would [also] secure on rapid plates impressions of the daily appearance of our streets, of the principal lines of thoroughfares, and of the busy crowds by which they are traversed. . . . We sigh to think of the pleasure that might be ours if we could see pictures of the Illinois country as Marquette and La Salle saw it."

Typographic collection of the Grolier club and its classification. R. S. Grannis. Lib. J. 36: 501-4. O. '11.

Special libraries.

See also **Agricultural libraries; Insurance libraries; Law libraries; Legislative reference work; Local collections; Municipal reference work; Pedagogical libraries; Special collections; Special libraries association.**

Advisability of establishing county libraries. A. C. Piper. Lib. World. 14: 65-7. S. '11.

Notes on this article are given under the heading **Local collections.**

Aspects of a financial library. B. E. Carr. Lib. J. 35: 10-2. Ja.; Same. Special Lib. 1: 7-8. Ja. '10.

"The material on file in the library of Fisk & Robinson consists of books, pamphlets, reports—printed or in manuscript—and newspaper clippings—either specific or general—on: steam and electric railroad companies; industrial corporations; public service undertakings; banks—national, state and savings; insurance and trust companies; state and municipal finances and general development; U. S. Government—securities, finance and general records; miscellaneous books and pamphlets on banking, money, financial history, railroads, industrial statistics and other matters likely to be of interest; information of a general character not included in these classifications."

Business men's branch. Wis. Lib. Bul. 7: 190. N. '11.

The material most used in the business men's branch of the Newark, New Jersey, library is local directories, local maps, maps of large cities, general atlases, dictionaries, railway guides, municipal publications, business reference books giving forms, commercial law, statistics, etc., books on stenography, advertising, salesmanship, book-keeping, real estate, insurance, banking, etc. "Almost any library can establish a business men's corner in lieu of a business man's branch at a very moderate expense. They can place there equipment and material which will answer a vast majority of the questions asked. Much of the material can be obtained without expense. Most libraries have a local directory; and directories of the large cities may often be obtained without charge, provided the latest edition is not demanded. Good maps of the state are always obtainable, and maps of the home city and adjoining cities can often be obtained from old directories of these cities without charge. Maps of the large cities in the country can also be obtained at a moderate cost. A general atlas is usually in the library and can be easily placed in this corner. Dictionaries, railway guides, local municipal publications, annual reports, books on business, etc., and business periodicals can be assembled as a part of the equipment. There is no reason why many a library may not thus equip itself and thus be of

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real use to business men. A business man's branch or a business man's corner will, however, be of little use unless the business men know of its existence and are, and this is important to a busy man, requested to feel free to use the telephone."

Commercial research and library functions. G. W. Lec. p. 12-6. Current literature references, 1908. Library of Stone and Webster.

Co-operation between special libraries. H. O. Brigham. Lib. J. 35: 12-4. Ja.; Same. Special Lib. 1: 6-7. Ja. '10.

Development of special libraries. R. H. Whitten. Lib. J. 34: 546-7. D. '09.

A special library is an up-to-date working collection of special literature with a special librarian in charge. The first essential is the special librarian. The special library is destined to become sort of an enlarged and vitalized tool, like a magnified handbook of a subject. Books, pamphlets and periodical literature contain valuable material on every conceivable subject, but want organization and bibliographic aids to make them available. The legislative reference library is a typical special library. Law, medicine, engineering, commercial and insurance libraries belong to this class.

Development of the central labor library in Harburg a. E. B. Fischer. Bibliothekar. 1: 13-4. My. '09.

Germans are prone to specializing. Various trades and associations establish little libraries that can neither live nor die. These libraries should be assembled in a general library with a centralized management.

Directory of special libraries. Special Lib. 1: 27-32. Ap. '10.

Financial library and statistical bureau. J. F. Crowell. Special Lib. 2: 96-8. N. '11.

The statistical bureau is primarily concerned with the facts of economic life; the financial library with those things that pertain to the business of banking. "I conceive of the statistical bureau as related to the financial library very much as the background for the larger theme is related to the foreground." There are some half dozen public documents which should be on the shelves of every statistical bureau. They are: The year book of the Department of agriculture; Census abstract, and the Statistical abstract issued by the Bureau of statistics of the Bureau of commerce and labor; Interstate commerce reports, and the reports of the U. S. treasury. To collect a statistical library the first thing to do is to get into touch with the departments at Washington. Our government "does more than any other two governments in the world; probably more than any other five governments, in the way of collecting and publishing and diffusing statistical information of an economic character." Many cities are now interested in trade with Latin America. In such cities the statistical library should make available all possible facts concerning those countries. There is a field for libraries in the collection of information relating to industries in the smaller towns. The financial library depends on the particular institution which it serves. No detail is too unimportant for notice by the librarian who would serve the interest of his firm. "The best way to find out what kind of a library the financial institution needs is to find out what it is doing, what it has been doing, and then go round to other people and find out what their experiences have been.

That will give you a guide for what the immediate problems call for, and there ought to be no difficulty in growing up with the needs of the institution."

General circulating library in a factory. Special Lib. 2: 15-6. F. '11.

"The National Cash Register Company's library is operated for the benefit of the employees of the factory. A charge of one cent a week for each book withdrawn is made, with the exception of books of a mechanical nature, the charge for such books being one cent for two weeks. Books are renewable for one week with the payment of an additional penny. A fine of two cents a day is made for books overdue. This keeps the library on a self-sustaining basis." The library consists of about 3,000 volumes. About 65 per cent of the books read are works of fiction; 20 per cent are mechanical and technical works; and 15 per cent are books of travel, biography, etc. "Recent experiments show that by putting up bulletins calling attention to special works in which certain classes of employees should be interested, we can stimulate interest in books other than fiction. We shall do more of this in the future."

Indexing and abstracting of current literature for the benefit of employees. F. N. Morton. Special Lib. 2: 16-8. F. '11.

To keep the heads of the various departments informed as to the contents of the technical journals, one library makes use of a system of abstracts. "The library subscribes to about forty periodicals covering gas, electricity, general engineering and science. To advise the heads of the departments and others as to the contents of these, a system of abstracts was adopted. As the journals are read, all articles containing information which might prove of value are abstracted and the abstracts are mimeographed on 5x8 sheets suitable for filing in a standard cabinet." . . . The abstracts are sent out as completed to about 125 men entitled to receive them, and filed by them according to subject. In this way, all information relating to each topic is at hand, in condensed form, available for instant reference for the recipients, and may be referred to without having to go to the original article in bulky books and magazines." A 4x6 card is then made out for each article giving title, author, magazine reference, description of the article and classification. These cards are kept in the office of the librarian.

Industrial libraries. J. L. Wheeler. Special Lib. 2: 10-2. F. '11.

Industrial libraries may be divided into the following classes: 1. Libraries maintained by manufacturers, corporations and commercial associations for professional and office service; 2. Circulating libraries maintained by manufacturers and corporations for employees and their families; 3. A combination of 1 and 2; 4. Industrial departments of public libraries; 5. Industrial branches; 6. Libraries connected with trade, apprentice, and industrial schools; 7. Libraries of engineering colleges and college departments; 8. Libraries of technical societies and government departments. "Industrial libraries are to a large extent an outgrowth of the efforts on the part of public libraries to develop their usefulness among business men and workmen. When librarians began to make usefulness an ideal for their institutions, they found a vast opportunity awaiting them. First came increased attention to buying technical, artisans' and business books. Then came special attention to reference work with busy men. Finally came separate industrial departments in a few public libraries. . . . The success of these activities was noted through such publications as the Engineering News, and a number of business associations and corporations thereby became interested. . . . The purpose of the library and the organization of the company

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departments which it is to serve, determine its own form and extent. In a typical industrial concern it connects with every department and employe.

"If the company product is widely advertised, the library will do more work with the advertising department. It will furnish ideas for designs and illustrations, keep files of magazines for their advertisements, and index advertising articles in the current literature. For the construction or shop departments it will index and furnish information from books and magazines on machine work and tool design for foremen and employes. For the management department it will have at hand references to information on factory organization, cost accounting, discipline, etc."

The libraries supported by industrial concerns have usually been evolved from a collection of books and pamphlets which existed in an unorganized state in some office of the company. Many so-called libraries exist in other business houses. Reorganization is needed. Room must be provided for shelving of books, pamphlets and magazines, cases must be provided for correspondence, trade catalogs and miscellaneous material, desks will be needed for attendants and tables for use in reference work. Consensus of opinion favors the filing of trade catalogs in vertical files. If a shelf arrangement is preferred frequent vertical supports or partitions should be provided. In purchasing books the librarian of a special library will be aided by the review and advertising columns of the special magazines received in the library. Some of the general methods used in different industrial libraries are: the sending of magazines to the heads of departments and other interested employes, with a checking system whereby each person's attention is called to articles relating especially to him; making the current magazine articles ready for telephone or "hurry up" calls by means of a card index system; the maintenance of a trade catalog collection; practical reference work with all the members and employes of the establishment. "In any large manufacturing plant where several thousand men are employed, a great field of usefulness is open, and in only a very few cases has been developed. The equipment necessary for a combination circulating and reference library is not great, where either one of the two parts already exists. The addition of a collection of 1,000 books and two sets of record cards is all that is necessary to put at the disposal of the mass of employes a source of constant pleasure, instruction and oftentimes incentive to better and more interested work."

Insurance library at Boston. D. N. Handdy. Special Lib. 2: 34-6. Ap. '11.

The insurance library of Boston, founded and maintained by the Insurance library association, is the largest and most complete collection of fire insurance literature in existence. The library's collection may be roughly grouped as follows: 1, Theory and practice of fire insurance; 2, Related subjects; 3, Fire insurance maps; 4, Memorabilia. There are about 600 maps in the collection and the work of keeping them up-to-date requires constant effort and attention. All small maps are bound and filed by states alphabetically. A card catalog furnishes a key to the maps. Large maps are placed on rollers in specially prepared cases. The flat tops of the cases afford tables for consultation of the maps when unrolled. "The activities of the library are spent first in making accessible the material in hand; second in discovering and getting hold of current material and of material needed to complete sets already partly secured; and third in extending the library service among those who are, or ought to be, its users. Many books and pamphlets are duplicated, the duplicates being subject to loan by members. The loaning privileges are open to all members on signing an application blank which is approved by the trustees." Technical lectures and evening classes are car-

ried on in connection with the library, and during the lecture season, special reference lists are issued regularly. Pamphlets received are bound at once in temporary binders, marked with serial numbers and filed vertically in drawers. From time to time pamphlets on the same subject are withdrawn and placed in permanent bindings. These bound pamphlets are filed numerically on a shelf, but as the collection increases it becomes a question whether they should not be distributed among the several classifications. To keep in touch with all publications, other than journals, bearing on the subject of insurance, two sets of memoranda are kept. The first set is filed alphabetically by classes, (all fire insurance warden's reports together, for instance), the second set (a duplicate of the first) is filed by date of issue. The first serves as an index to all publishers of periodical matter with which it is necessary to keep in touch; the second serves as a guide in ordering, and in keeping files complete. The amount of matter on related subjects which the library should keep on hand presents a complex problem. Where the collection of material should end and cooperation with other libraries begin is a question hard to decide. "Experience shows that the least promising information is sometimes the most valuable and that the less one has to direct members to other libraries the better satisfied they are with their own."

Library and its facilities. G. W. Lee. Public Service J. No. 9: 41-8. Jl. '11; Same. (reprinted as a pamphlet). '11. Stone and Webster, 147 Milk St., Boston.

An account of the work of the library of Stone and Webster; supplementing "The library and the business man," a pamphlet published in 1907.

Library and the business man; for the 20th annual meeting of the American library association at Ashville, N. C., May, 1907; rev. and completed July, 1907. G. W. Lee. O. 64p. facsim. pa. (Jl.) '07. Stone & Webster, 84 State st., Boston.

"The author bases his paper on the work and needs of the private library of the Stone and Webster engineering corporation, of which he is librarian, and treats the subject under the following divisions: Scope of business. Demands upon the library. Sources of information. Working methods, filing systems, etc., Improvements and limitations. Some unsolved problems. Information bureaus, Esperanto, Miscellany. . . . The sources of information may be classed as follows: documents, such as records of the business; books, pamphlets, and periodicals; maps, atlases, etc., indexes, catalogues and lists; miscellaneous publications; other libraries, manufacturers and business houses, by means of letter and telephone. . . . There are to-day hundreds of trade and class periodicals representing every class of industry, and there are reference books, handbooks, manuals and ordinary books bearing on general subjects and special features of these subjects; there are also government documents, bulletins of all kinds, society transactions and trade house organs without number, so that any concern should have little or no difficulty in making up a useful collection. The difficulty arises in the proper indexing of the material for efficient service. . . . The aim is, of course, to keep the files in close touch with what the organization needs or is likely to need and to meet as far as possible the special interests of individuals. . . . The possibilities of a business reference library are as far reaching as the work is interesting; there is hardly a business concern that has not the foundation of such a library in its offices, and it is merely a matter of the proper classification and up-keep of this to make it an important part of the office equipment. Libraries are becoming more and more

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recognized as centers of knowledge rather than centers for the storage of books, and their extended use by business houses to co-operate with their own private reference library is a development that is still in its infancy."—*Technical Lit.* 11: 441-3. N. '07.

Library and the specialist. *Nature*. 87: 222. Ag. 17, '11.

An article which calls attention to the fact that there is in neither Scotland nor England any "self-sufficient reference library for mathematicians." "This is a state of affairs that is little to our credit. Surely the time has come to remove these impediments in the way of the working specialist." Until we possess a "self-sufficient" mathematical reference library it ought to be possible to do something to the point by proper cooperation between our libraries, general or otherwise. To diminish duplicates by exchange or gift, to complete imperfect sets of serials, to keep on hand an up-to-date list of serials in which they are deficient, with a list of the libraries where they may be found—this is the least that each library ought to do, and if the matter were properly organized it might be done in a few months, so far as mathematics is concerned. The longer it is delayed, the more difficult will it become to place within reach of the working specialist the mere tools of his trade."

Library as an adjunct to industrial laboratories. G. E. Marion. *Lib. J.* 35: 400-4. S. '10.

"The industrial laboratory needs a highly specialized library, at the same time one containing certain well-chosen general works. For example, its shelves must be rich with analytical works in almost every field, with books on explosives, beverages, foods, oils, gases, fuels, ceramics, textiles, paints, soaps, gums, essences, distillation products, metals, rubber, leather, wood, celluloid, etc. In fact, a small library of technology with only the best works chosen in each branch of industry fills best the need. For general works, it needs bibliographical books, transactions of the various scientific and learned societies, trade catalogs from the industries which the laboratory in question particularly serves, the current technical periodicals covering the fields claiming its attention, and a collection of general books on English, advertising, engineering, building, physics, chemistry, biology, botany, and manufacture, to which should be added reference lists, dictionaries, encyclopedias, directories, maps, atlases, etc. Indeed the demand in the industrial laboratory library is both for a small commercial library as well as a highly specialized library of technology. It is because of this peculiar mixed nature of the demand that our public libraries cannot hope to meet it. They rarely give any attention to the commercial side of their development, and their general lay clientele forbids their building up along the technical and industrial lines beyond a few of the more general books. But what is still worse, their distance most often militates against them. Moreover, the chemist in industry must have his works without fail when he wants them. It will not suffice to await their return from some other borrower from a library. The peculiar type of library to serve the interests of the laboratory must be able to hold its entire resources within certain prescribed limits so that it can recall them at a moment's notice. What are its limitations? The people making use of it will rarely, if ever, exceed 50 in number. But these people, instead of being a desultory public are intensely active specialists, and bring to the library inquiries which require the best skill in their answering. In this way the library does not suffer from lack of quantity, for its interest is more than kept up by the increased quality sought in its work. Its purchases are also limited, and its accessions cannot be compared in numbers with those of the public library, for very few things are required which are not for a well-defined purpose. . . . Our material is

obtained chiefly thru five channels: the purchase of special books or pamphlets to meet definite requests, thru the mailing lists of outside concerns who send us their advertising literature from time to time, thru the kindness of individual acquaintances at various points who desire to exchange results, from the chance notices appearing in the technical periodicals which prompt us to initiate ourselves the getting of the information in question, and from the calls of clients and salesmen who may leave with us at their visits information of one kind or another. . . . The books are classified by the Dewey decimal system, which has long ago proved its claims in the public libraries. It serves our purposes very well indeed, and maintains uniformity with the best prevailing library practice in the majority of public libraries. . . . Pamphlets receive treatment similar to that of the books as regards their subject and author numbers, but in order to keep this material in a distinct class by itself, the small letter (p) is used before the call number. Trade catalogs receive a somewhat different treatment. This is the most objectionable class of material entering the library, owing to its entire lack of uniformity. We have found the best practical treatment to be a shelf arrangement, in which all the small material is enclosed in envelopes (3¼ in. x 11½ in., without flap, opening on the long side) and standing in one alphabet from (A) to (Z). To each company's catalog is assigned a Cutter number, thus the catalog of the Sturtevant mill company is S 936, which places it at one and the same time in a strictly alphabetical and numerical decimal order. This arrangement has the additional advantage of allowing those coming to the library seeking a definite concern's catalog to go directly to the shelves, without consultation of an index."

Library of Stone and Webster, Boston. G. W. Lee. *Special Lib.* 1: 44-7. Je. '10.

Library of the American geographical society. F. S. Dellenbaugh. *Lib. J.* 36: 625-8. D. '11.

The proper activities of the geographical library are concerned with: 1. Maps, of all periods, of all kinds, and works relating to them; 2. Voyages, original explorations, narratives of explorers, etc.; 3. Narratives of general travelers, and works allied to literature; 4. Descriptions of natural features; 5. Works on physiography, geology, etc., in so far as they relate to surface matters, climate, etc., and are not technical. But in a geographical library the first consideration should always be maps, for books may be had in other libraries.

Library of the New York public service commission. R. H. Whitten. *Special Lib.* 1: 18-20. Mr. '10.

Minnesota tax commission library. *Special Lib.* 2: 41-2. My. '11.

The tax commission early recognized the need of a working library where information on any of the questions connected with taxation would be available at a moment's notice. Minnesota has no legislative reference department, but the tax commission, by adopting the legislative reference idea and securing a librarian trained in the Wisconsin department has become a bureau of information for the legislature. "The work of gathering material was the first to claim attention. Letters requesting reports, tax laws and blank forms were sent to the tax commissions, auditors and like officers connected with the assessment and collection of taxes in other states and countries. Soon a system of exchange was established and now these publications form one of the most valuable parts of the library for they not only present the problems with which people are being confronted elsewhere but they give an insight into the methods which are

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being employed to solve these problems." The library also contains the Minnesota reports and a complete set of all statute and session laws. Sixteen periodicals and eight newspapers come to the library regularly and the services of two press clipping bureaus are employed. "For economy of space and for greater availability, periodicals are not kept on file, but the articles on taxation are removed and by being placed in manila covers, are made into pamphlets and filed on the shelves in boxes provided for that purpose. In like manner, articles of interest are clipped from the newspapers, pasted on manila cards, tied together by subject and in this form filed in the boxes. Before a single book or pamphlet is placed upon the shelves, it is minutely classified and indexed, references being made to all important chapters or paragraphs. That the conditions as regards taxation in other states and countries may be the more closely watched and compared, a separate index is made to articles on comparative legislation." During the session of the legislature a file of bills relative to taxation was kept in the library. A digest of the opinions which the commission has rendered upon the meaning and administration of the tax laws is also kept. The promptness with which members of the legislature have availed themselves of the privilege of using the library has been very gratifying to the commission.

Modern American library economy as illustrated by the Newark, N. J. Free public library; pt. 3. The business branch. J. C. Dana and S. B. Ball. O. 73p. pa. '11. Elm Tree Press.

Office library and research or statistical bureau. Lib. J. 36: 512-3. O. '11.

"The development of the office library and research or statistical bureau is simply another step in the scientific organization of business. Its purpose is to so systematize the vast wealth of printed material and other information relating to each particular business or industry, that it can be used as a tool in connection with daily work and daily problems. The office library is not only a collection of books and clippings but it furnishes also an information, research or statistical bureau. "The librarian who makes practical use of his collection for research purposes will necessarily have an up-to-date working collection and the statistician who systematically collects data from every source for library purposes will necessarily be in position to use such data most quickly and intelligently. To a considerable extent the qualifications essential for the scientific selection and organization of material are the same as those required for the compilation or critical study of the information contained in the material. A combined library and statistical or research bureau is therefore the most efficient form of organization." The librarian needs special qualifications and special training. No one who has not the true conception of the work or the capacity to perform it intelligently and efficiently can carry it on successfully. The librarian of a municipal reference library should have "a liberal education with special training in political science, economics, municipal government and methods of organization and administration." Similarly the librarian of an engineering firm needs to have training in engineering; for a financial institution, training in economics, statistical method, and finance." Knowledge of library methods is also needed and "special capacity for the systematic collection, classification and indexing of material. . . . High grade men and women with technical training are absolutely essential to the making of an efficient office library and research or statistical bureau."

Reference library in a manufacturing plant. L. E. Babcock. Special Lib. 2: 13-5. F. '11.

The library of the H. H. Franklin manufacturing company was one of the first business libraries to be established. It "was established as a technical reference library for the use of the departmental offices, but may be used by all employees of the company for reference purposes. Its aim is to supply all literature or information of any kind bearing upon the work of any department." The library is not circulating, but books and back numbers of periodicals may be drawn out for home use over night and over Sunday. Popular magazines received through the advertising department are loaned for a period not to exceed four days. This is the only work of a popular nature undertaken by the library. "The reference work of the library is varied and interesting, including questions upon industrial and economic conditions, statistics, correct English, biography, mathematics, education, etc., besides the more technical engineering problems. No regular record is kept of requests received for information, except those requiring more or less extended research, although such requests are frequently noted in order to keep in touch with the character of the demands. Side by side with requests for material upon the length of bore and stroke of foreign cars, dimensions of torque or rear axle, theory and design of centrifugal pumps and fans, stresses and strains in transmission gears, hardening processes and strength of material of aluminum alloy, coefficient of expansion of nickel-iron alloys, foreign motor rating formulas, and cam design, appear questions relating to employers' liability, production cost, shop management, technical and industrial education, apprenticeship schools in the United States and Europe, ambulance equipment, ventilation, flaming arc lamp, list of foreign ambassadors, employees' savings banks, building and loan associations, insurance, and height of Mt. Wilson, Arizona. The number of volumes at present is about 1,125, including pamphlets. Special collections of books are located in the legal and engineering departments, chemical laboratory, etc., only works of a general character and bibliographical and reference works being retained in the library. Very few technical books are purchased, and as a rule only the most recent editions, as constant investigation and research often makes an engineering book out of date before it is printed. Pamphlet literature and public documents however, are often valuable assets. There is a collection of about 4,200 trade catalogs, including 1,000 catalogs from competing automobile firms in America and Europe."

Periodicals furnish the best sources of information. Of these the library receives altogether about 235. "As many copies are often received, or a single copy sent from one department to another, a special method of checking has been devised which is very simple but has proven quite satisfactory. Before distributing, a routing slip is pasted on the cover of each periodical with columns for names of persons, 'clipping page', 'reference page' (for articles the reader would like to have clipped or indexed in library), 'date forwarded' and 'remarks.' The periodicals then pass to the advertising department for noting and clipping of advertising material, from which they pass to the messenger service for distribution." Periodicals are kept on file in a special filing box similar to a pamphlet box with open back. Here they are kept clean and unrumpled and occupy less space than they would piled on shelves. Those which have permanent value for reference work are bound. The Gaylord pamphlet binder is used for pamphlet literature of permanent value. For those of temporary value pamphlet boxes are used. The Dewey decimal classification is used, "supplemented by the 'Extension of the Dewey classification as applied to Engineering Industries,' published by the Engineering Experiment Station of the University of Illinois, this in turn supplemented by an automobile classification presented by

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Mr. Henry Hess before the Society of Automobile Engineers, and published in *Horseless Age*, August 23, 1909." The method of caring for trade catalogs is simple. "At the time a request is sent the name of the firm is entered on a card, and above this is pencilled the date of the letter and the name of the person or department desiring the catalog. This card is filed alphabetically under the heading 'Catalogs ordered.' When the catalog is received, this card is removed from the 'Catalogs ordered' list, title or titles and class number added, and the card filed in the index list of trade catalogs. Subject cards are made, and the catalog is labeled and forwarded to the party for whom it was obtained. If no reply is received, or the firm does not issue catalogs or the edition is exhausted, these facts are noted and the card filed for future reference." Catalogs are filed in alphabetical order by firms. The Cutter-Sanborn system of author numbers is used.

Relation of special libraries to public and university libraries. F: C. Hicks. Lib. J. 35: 487-93. N. '10.

The first libraries were special libraries, and library history is a record of development from private and proprietary to public libraries. A counter tendency now points to the increased development of special libraries. The author's definition of the latter term is "any library designed to meet a special or unusual need, or to serve a special class of readers." Attention was first focused upon this class of libraries by the formation of the Special Libraries association at Bretton Woods, July, 1909. Over 100 libraries are now represented in its membership and a periodical is issued ten times a year. "Necessity for quick service" is the reason advanced by Dr. Whitten for this rapid development. Dr. Bostwick, in his "American public library" attributes it to a failure on the part of the public library to provide for all the needs of the public. These statements are not to be accepted without qualification. "Quick service is a desideratum in any library. As a justification for the existence of certain classes of special libraries must be added to quick service the fact that they are essentially private in character. Their functions could not, even though the service were quick enough, be performed by public libraries. The confidential activities of a great corporation are safeguarded by having its own library and librarian. While such libraries may co-operate with other libraries in many ways, their actual reference use must be private. To suggest that they should be administered by public librarians is to say that the city should interfere unnecessarily with a man's private business." A classification of special libraries with respect to the degree of freedom with which they may be used by the public shows that the most restricted are those maintained by business firms and corporations; next to these come libraries maintained by owners of great office buildings for use of tenants; many proprietary libraries still restrict usage to stockholders and members; many university libraries are restricted in practice if not in theory; libraries connected with public institutions are usually open for reference use; many proprietary libraries, including those of business offices, colleges and institutions, are open to outsiders who are introduced by members or librarians of cooperating libraries; some special libraries are free for public use. "The more special in subject matter a library is, the less danger there is of misuse of the privilege. The number of individuals interested in such libraries often is so small that the satisfaction of their needs presents no practical problem, and does not inconvenience the qualified patrons." New York city contains libraries of almost every class. Thru cooperation with the public library, the collections of Columbia university, of the New York academy of medicine, of the Medical society of the Country of Kings, of the Union theological seminary and of the New York

historical society are available to the public. On the other hand none of the various law libraries is open for public use. "This brief survey seems to indicate that with few exceptions special libraries in New York city are open to the public, that public libraries have not been neglectful of their duties, and that they are justified in limiting their purchases in certain fields because of the fortunate existence of special libraries." The question still remains, however, would not such collections prove of more general value if administered as departments of the public library? It is the author's opinion that a very small section of the public makes use of special collections outside of the public library. He recommends a more careful study in each city of local needs, and more attention to new needs as they appear. Every city should have a committee of cooperation on which every library should be represented. "The committee should so handle the situation that by correlation, co-operation and courtesy, all the libraries, special and general, should become, for practical purposes, parts of one great city system." For steps which can be taken immediately he offers two suggestions: "Send to the United States Bureau of education a full statement of any special collections that exist in any of your libraries in order that the facts may be printed in the forthcoming 'Report on special collections in American libraries'. In your own city form a committee on library cooperation, and let your deliberations result in some definite action."

Special libraries. R. H. Whitten. Lib. J. 31: 12-4. Ja. '06.

"In the great library the general collection should primarily be used to supplement the special libraries clustered about it. "Of course the special library should have a special staff and special methods, but the one important thing to be aimed at is quick service, "speed in placing desired material before the man who does not know where to look for it." Quick service would make the library a vital force in the everyday social, industrial and commercial life of the community." To attain quick service all material bearing on a subject must be brought together in compact form. Cut up periodicals and books to attain this result. By the old method one consults the catalog to find a number of magazine articles on a subject. Then it takes a long time to have the volumes containing the articles brought to his table. He then looks over the pile and picks out what he wants. In the other case "he goes to the vertical file, picks out a handful of articles on the subject, selects the one or two desired, the whole operation occupying only a few minutes. . . . The special library is used by busy men in the consideration of problems that often do not admit of long delays for the bringing together of desired material. The clipping and classifying of articles saves the time of the librarian and of the reader and multiplies the use to which the material is put."

Special libraries have earning power. D. N. Handy. Christian Science Monitor. Ja. 4, '11; Same. Lib. Work. 4: 1-5. Ja. '11; Same cond. Special Lib. 2: 5-6. Ja. '11.

The earning power of a special library cannot be estimated in dollars and cents, for it consists in the library's power to "furnish required and necessary information where it will do the most good at the right time and in the right shape, with the minimum expenditure of time and energy on the part of those whose business it is to use the information when furnished." In a business house this earning power will be manifested in the furnishing of information which director, manager or workman can use in the development of the business. This earning power will depend not only on the organization and management of the

Special libraries—Continued.

library itself but upon the intelligence with which use is made of it. The beneficiaries are, first, "those by whom and for whom the library is founded and maintained; if by a business organization, then its directors, officers and employees; and if by an association its members and employees; if by the public library as a branch of its manifold activities, then the community, although particularly, of course, the individuals whose interests are identical with the field in which specialization is made. Secondly, and somewhat remotely, is the entire community. No special library lives long unto itself alone. The great technical, engineering and financial libraries founded at first as information departments of private houses have almost invariably in the end recognized the general interest in the subjects they covered; and within limits have welcomed students outside the ranks of their own organizations to their shelves." While most special libraries devote themselves to one particular subject, there are many side lines along which business houses must be informed. A fire insurance company, for instance, must know much about building construction. It is here that the need of cooperation arises, but the problem of cooperation is complicated by the fact that much of the information is confidential. "Certainly no business house is to be asked to share with others—possibly indirectly with its business rivals—confidential information which has cost it vast sums of money and which is, in a vital sense, a part of its stock in trade. But are there not limits within which such cooperation would work to the advantage of all, and without any respect jeopardizing the interests of any? Might not a cooperative bibliography to be built up out of the resources of all the co-operating libraries and kept for common reference in the library most concerned be of mutual advantage?" Cooperation with the public library is less involved. The value of much of the material in the public library would be greatly increased if it were more minutely cataloged. If public and special libraries could work together to render this material more accessible, the ability of each to serve their constituents would be increased. "I fancy this cooperation on the part of public and special libraries would be helped by the publication by the latter of bulletins of special literature. Free access could be had to the public library's accessions, and by a simple system of notation it would be possible to indicate what of the references given could be found at the public library. If a file of these bulletins were kept at the public library it would help library assistants who cannot be expected to be familiar with these narrowly technical subjects, to supply information when asked for. The co-operative part played by the public library, in this instance, would consist in placing at the disposal of the special library cataloguer all the material on its shelves bearing on his subject; and in using the indexes provided, when they were delivered to it. The cooperative part played by the special library would consist in furnishing the indexes. As indexes cost money, there would be no inconsistency in the public library paying an annual subscription price for the service."

Any increase in the efficiency of the special library means an increase in its earning power. Librarians thru frequent meetings and talks can do much in an informal way, to help one another. The special library should seek to be looked upon as the natural repository of valuable collections. The place for the life collection of a student of any subject is in a special library devoted to that subject. The earning power of the library may also be increased by convincing those whom it wishes to serve of its ability to serve them. "It is apparent that in the growing demand for special information and its prompt delivery without the intervention of slow and indirect methods, the necessity for the library which concentrates its activities upon a single subject is to be more and more recognized. Its intensive methods are to command increasing attention and respect; and specific earning power, which is now

too often grudgingly conceded, will be universally admitted."

Story of the made in Newark material. J: C. Dana. Special Lib. 2: 93-6. N. '11.

Notes on this article are given under the heading Trade catalogs.

Studebaker library and its work. E. Abbott. Pub. Lib. 15: 416-8. D. '10; Same. Special Lib. 1: 66-8. N. '10.

The demand for skilled and efficient service has been very influential in developing the individual worker, and in this development, libraries have an opportunity to play a very important part. The Studebaker library is the outgrowth of a desire to develop the usefulness and talents and skill of the Studebaker employees. It is a department of the company and serves "as a depository for available material in all forms which has been gathered to supply the demands made upon it; as a channel through which information of vital importance is disseminated to the directors, officers and employees of the company"; and as a stimulating force. It is available to all employees, even those employed in branch houses. The material it contains is purely technical bearing on the Studebaker business and consists of books, public documents, "pamphlets, mounted maps, newspaper and magazine clippings, reports, blue prints, directories, patent specifications, competitors' catalogs, as well as catalogs of companies manufacturing supplies needed in the many departments of the factories and offices." In addition to these there is a historical collection consisting of copies of all publications of the company, all references to the company found in newspapers and magazines, and pictures of the Studebaker factories and branch houses. Besides 100 popular magazines the library receives 300 technical and trade journals. "Articles of peculiar interest to the directors and officers and all employees of the plants not regularly on the mailing list are noted and forwarded to the individuals charged with the particular work covered by the articles, giving the paging of the article to be read." In addition magazines are mailed regularly to 918 people. Thru their Bulletin the company calls attention to articles on special subjects by an alphabetical index. Though no effort is made to reach employees except thru the Bulletin "requests for material from the library have increased at the rate of 200 a month and the circulation 400 and 500 a month since the installation of the plan."

Technical education, Place of the library in. A. B. Kroeger. Lib. J. 30: 393-9. J. '05.

Technical literature abstracts and information work in the library of the United gas improvement company. J. N. Morton. Engineering Rec. 64: 398. S. 30. '11; Excerpts. Special Lib. 2: 68-9. S. '11.

"Forty periodicals taken by the company are read over, and all articles of interest or value abstracted, the abstracts being mimeographed and sent to those entitled to receive them. Paper cut to five by eight inches is used, which gives a sheet of convenient size and one that fits the standard card file. Each abstract contains the gist of the article in question, and is prepared with the idea of making reference to the original paper unnecessary except under special conditions. In fact, one of the company's employees was in the library looking up information on a certain point, when he was handed the abstract of an article bearing on the subject with the remark that if he would wait a moment he could have the original paper. He declined the offer, saying that he could get more out of the abstracts

Special libraries—Continued.

than he could from the original because the former contained the gist of the articles without a mass of confusing details. These abstracts are arranged and classified for filing just as references would be in a card index, except that instead of a simple reference, the article itself, is at hand, in brief. In this way, classified subjects in the index file constitute a resume of all literature available on the subjects in question since starting the system. . . . The work of indexing books and periodicals came logically under the charge of the librarian. The charge of the index files soon made a sort of bureau of information of the library and questions began to come in, mostly technical, but rapidly becoming general. To answer some of these required a good general knowledge of applied science. For instance, a report was desired on the manufacture from atmospheric nitrogen of nitrates such as is used for fertilizing. The preparation required a report upon the Eyde and Birkeland process of fixation of nitrogen such as would have been difficult to say the least, for anyone without a knowledge of electro-chemistry."

Technology and patent divisions of the New York public library. W: B. Gamble. Lib. J. 36: 634-5. D. '11.

Use of print in the world of affairs. J: C. Dana. Lib. J. 35: 535-8. D. '10; Same cond. Special Lib. 2: 2-3. Ja. '11.

In the opinion of the author, educators, including high school principals and teachers, and college professors, fail to realize the value of a knowledge of the use of books. They "do not realize the value of their libraries; do not maintain or house them properly; do not make adequate use of them; do not impress their students with the importance of skill in using books and libraries, and do not insist that that skill be acquired in the four years of the college course." Librarians, too, following academic traditions "fail fully to realize, to make use of, and to help to promote the development of that custom of gaining profit from printed things, which is spreading so rapidly in the world of affairs." An indication of this trend in the world of affairs is afforded by the rapid growth of special libraries. Of his own experience in establishing a business branch in Newark, New Jersey, the author says: "No sooner had we entered upon this work of collecting material of the kind that may very inadequately be characterized as 'business,' than we discovered that its quantity is very much greater than we had supposed, and that to collect it, arrange it, and make it easily accessible, is work that libraries have taken up to a slight extent only and that we would find it in consequence extremely difficult. . . . We have touched the margin only of a large field of printed things, a field not yet thoroly explored by members of our craft." The place for a business branch is, of course, in the heart of the city—the proper location for the main library itself in the writer's opinion. The business branch of the Newark library contains: directories to the number of 500; several thousand manufacturers' catalogs; a selection of United States government publications; local municipal publications with a selection from those of other cities and states; about 500 books relating to business, accounting and advertising; 500 general reference books; about 20 trade periodicals; maps, local and general. Fiction and general periodicals are also kept at the branch for convenience of patrons in drawing and exchanging books. With so much already accomplished the librarian still feels "that we are only at the beginning of a work, the size and importance of which we did not realize at all when we began, and realize very imperfectly we are sure, after giving considerable time to it for nearly three years. We are not in a position either to take pride in what

is done or to give much help to others. Rather, we are inquirers. We believe the idea of placing a collection of printed things which men of affairs will wish to use in the center of our city is a very good one. Our beginning indicates that our belief is sound. We shall carry the work on as long as the use made of our collection grows as rapidly as it has thus far."

What are special libraries? L. B. Krause. Pub. Lib. 15: 413-5. D. '10.

Commercial libraries may be classified under two heads. In the first class belong welfare libraries—libraries maintained by a firm for the benefit of employees and consisting of books for general reading and technical literature for self improvement along the line of business of the company. Libraries of the second class consist of specialized collections designed to render expert service to the firm along its line of business. A typical library of this class, belonging to an engineering company, consists of books and periodicals on engineering and such allied subjects as building construction, concrete, timber preservation, etc.; statistics and data as to legislation; photographs; topographical surveys and maps; and manuscript material, consisting of letters, reports, etc. The business man's first interest is in the quality of his collection. "He has just one object in view—he wants specific information and he wants it quickly, and the business librarian's watchword must constantly be, quick, accurate, authoritative service." The tried methods of the public librarian can be adapted to the needs of the special librarian.

Why special libraries? Pub. Lib. 15: 238. Je. '10.

Special libraries association.

First annual meeting, November, 1909. A. Sears. Lib. J. 34: 548. D. '09.

First meeting, November, 1909. Pub. Lib. 15: 29-30. Ja. '10.

Stacks. See Shelving.

Staff. See Librarians and assistants; Staff meetings.

Staff meetings.

Library council. W. C. B. Sayers. Lib. World. 9: 6-10. Jl. '06.

The Croyden libraries hold a staff meeting once a month "to discuss all matters germane to the administration of the libraries and to consider suggestions for improvement. It consists of the chief librarian, sub-librarian and the librarians in charge of the various departments and branch libraries." It has no executive power. Every library sufficiently large should have its own staff guild or club where members can talk over their work.

Library staff guilds and meetings. W. C. B. Sayers. Lib. Assn. Rec. 11: 175-8. Ap. '09.

Staff guilds are organized for the mutual improvement of members of the staff. They endeavor to be preliminary or auxiliary to the courses of training indicated by the Library association. Liverpool and Glasgow libraries had such guilds, and the movement has now spread to London libraries. No demand is made upon the chief librarian except for countenance and sympathy. The meetings are generally held before and after library hours. At Stepney, however, library lectures have been given in the forenoon. The Poplar Libraries committee has allowed assistants eight hours a week to devote to professional study under the direction of the librarian. At Islington and Croydon "classes are given by the senior members of the staff in the various branches of library administration,

Staff meetings—Continued.

reading circles are held in English literature, and discussion meetings on the lines of those held by larger professional associations take place monthly. Besides this, Croydon has cricket, rambling and camera clubs, and Islington has tennis and swimming clubs. The recreation clubs come principally into use, of course, during the summer months and are not the least excellent part of the work. The proceedings of the Islington debating meetings may be read in the current issues of the Library world, and the Club also publishes a duplicated typewritten year-book, containing its rules, a list of its members, and meetings, and two particularly interesting features, the first a list of typical libraries easily accessible from Islington which the members are recommended to visit in order to learn the features of various library systems, the second a list of professional text-books owned not only by the libraries themselves but by the individual members, which books the members, by a most commendable spirit of co-operation, are willing to place at the disposal of all. The Croydon Guild publishes frequent circulars of information, and a far more ambitious thing in the shape of an eighteen-page quarterly staff magazine, the edition of which is fifty copies. In this magazine are published records of the activities of the Guild, brief original articles on method, the social news of the Guild, and library reminiscences. This magazine, I venture to think, is quite unique. All these activities involve very little expense. At Islington there is a small annual subscription of about eighteenpence. At Croydon there is no annual subscription to the Guild itself, but a charge of one shilling for juniors and eightpence for seniors yearly is made for the magazine, and there are special small subscriptions, smaller in the case of junior assistants and larger in the case of senior assistants, to the cricket club. Every member of the library staff is ipso facto a member of the Guild, and it is intended that this membership shall continue as long as the members remain in the profession. Hence these Guilds are not only a means of present education, an incentive to good fellowship, and the means of drawing out whatever originality an assistant may possess, but are also a means of linking together past and present colleagues."

Necessity of staff meetings. M. L. Davis.

Lib. J. 34: 299-301. Jl.; F. L. Rathbone.

Lib. J. 34: 301-4. Jl. '09.

Distinction should be made between a staff meeting and a library class. The former is a family gathering to talk over family matters, make announcements, and promote esprit de corps. The latter is limited to systematic instruction which cannot successfully be given in the brief periods devoted to general staff meetings. "The librarian is often aided in forming plans, or making decisions, by the suggestions received at these meetings. He gets the benefit of different viewpoints on new undertakings, and hears commendation and unfavorable criticism of the work in hand. It is an opportunity of judging the individual, her quickness of comprehension, resourcefulness, interest in the work, and sympathy—an occasion when things difficult, or impossible, for the librarian to say to the individual may be said to the staff in general. It is also an opportunity to learn of unsuspected lacks and misinterpretations of all kinds, and to see his library and its workings as 'others see it,' not only those working in it, but those who patronize it—for comments and criticisms of all sorts come floating in over the loan desk, or are called forth by the catalog or some assistant's quickness, or slowness, which would never be formally made to the librarian. And as we know that harsh criticism of all kinds is oftenest occasioned by lack of understanding, what better way to fortify our libraries against the adverse criticism sure to be made than by having all those who work in them familiar with the aims of those who are shaping their development, and also, so far as prudence permits, with the aids and hindrances in carrying out those ideas?" At

the staff meeting the methods of other libraries may be compared, important news from the library world brought to the attention, and general policies outlined by the librarian. Miss Davis would have the discussion of books and periodicals carried on in library classes. In carrying on staff meetings and library class many questions arise as to frequency of meetings, whether they should be held in or out of library hours, whether attendance should be obligatory, and preparation for reports to be given at such meetings made in library time.

Miss Rathbone says—"In the successful open shelf library every assistant must be the librarian in embryo. She must express the librarian's spirit, and the library's policy. She cannot do this without being in touch with the librarian, nor can she be more than a routine assistant unless she is given opportunity to think for herself. Assistants do think for themselves, but for want of being asked what they think they lose interest and become mere machines. . . .

The first requisite of a staff meeting such as we have used, and which I have been asked to describe, is that it occur as an essential part of each week's work. We never make a change without first discussing it with the whole staff. We often wait a week to think over all its disadvantages and discuss it again before inaugurating it. If, on trial, it fails, we drop it. I usually discuss any proposed line of work with the staff previous to bringing it before the directors. When it is clearly threshed out with the staff I know the line that I wish to suggest and then tell the directors about it. Of course this only applies to matters of library development, such as a plan for allowing more books to a borrower, the vacation plan, reasons for having the library open longer hours, etc." Staff meetings should be open to apprentices as well as to the staff. For a large library, the heads of departments should meet the librarian once a week. The whole staff of a small library may meet weekly. "Three lines of thought should pervade the staff meetings in order to bring about the largest practical results. 1. There should be the desire on the part of the librarian to share with the staff all of the plans for the library's growth in regard to the spirit, the policy, the attitude towards the community. This part of the staff meeting should provoke a 'give and take' discussion of work outlined for the future. . . . 2. There should be a frank discussion of any proposed change of details or rules or methods. If the librarian makes a change without first asking the effect of it in relation to every department, she will find herself doing many unwise things. Or, if she, unadvised, tries to think out all of the difficulties, she will have consumed much more time than if she had let those most closely in touch with details present the weak points, and she will have lost to the staff this opportunity for growth. . . . 3. There should be some sort of study course carried on. This part of the meeting should be in charge of each member of the staff in turn. By this plan no one has to devote a large amount of time to preparation, yet all get the results. If the library gives the time, the study should be so planned as to make the result tangible and effective for the library as well as for the staff. The reading of a history of literature or of any special book could as well be done alone. But the staff meeting study course should be in itself an index to a wider field of knowledge than the mere contents of any one book or than the actual work covered." One library staff took up a "study of the history of publishing houses" as outlined by Miss Hazeltine. Each member of the staff reported on a particular publishing house. "The results were: an interest in the publisher of every book; an interest in the new publications of the publisher chosen; a grasp of the type of his publications and a knowledge of his comparative value. This knowledge would influence the assistant's judgment of every book. We touched also upon the general make-up and style of a publisher's books, the relations between publishers and authors, copyright, etc. Houghton, Mifflin and Co. even lent us by registered mail their only copy of an early illus-

Staff meetings—Continued.

trated catalog." At another time, evaluation of books by subject was studied. A class of books was chosen, and each member of the staff was expected to select the five best books on the subject with the aid of bibliographies found in books, the New International encyclopaedia, catalogs, lists, publisher's lists, etc. These five books were reviewed and discussed at staff meeting with reference to "title-page, date, form of contents and indexes, make-up of the book, arrangement, source, authority, reputation of its author and comparative value." Other books on the subject were examined with reference to how they would be brought out in the catalog. The staff was encouraged to examine in this way all new books. "The result of the above course was that all of the staff had established standards of judging a book, knew the difference between a source book and a popular secondary book, had learned how to use bibliographies efficiently, and had learned to scan title-page and contents intelligently. Each had also one subject on which it was well for any member of the staff to refer to her for advice." The filing of cards, cataloging and classifying of books, study of subject headings, cataloging of public documents, the discussion of the A. L. A. and other booklists, the annotation of library catalogs are profitable subjects for consideration in staff meetings. These meetings were held from 8:30 to 9:30 o'clock on Friday mornings.

Northwestern university library. L. Ambrose. Lib. J. 33: 16-7. Ja. '08.

Self-government prevails in the Northwestern university library and has proved very satisfactory. The subjects discussed in staff meetings are determined by the needs of the workers. Criticism and suggestion are freely given and the rule is that no one shall take offence.

Staff guilds, clubs and reading circles. R. Wright. Lib. Assn. 6: 216-8. N. '08.

Staff meetings: their organizations, methods and results; a symposium. Lib. J. 32: 543-54. D. '07.

The symposium consists of replies from eleven contributors who "were asked to give as concisely as possible the experience of their libraries in this field, stating when the staff meetings were established; how often they are held; whether attendance is obligatory or voluntary, and whether it counts as part of library time; what lines of subjects are discussed; whether the administration and internal affairs of the library are particularly considered, so that the meeting serves as a sort of council for the executive; and what influence such meetings have had upon the members of the staff and in relation with the librarian and the public."

Staff time sheets. See Time schedules.

Stamping books.

Stamping books. V. A. Aitken. Lib. World. 10: 155-6. O. '07.

A steel stamp "with ordinary post-office stamping printer's ink works best." Use but little ink. Rubber stamps are liable to smear and leave an untidy impression. Perforating stamps are fairly satisfactory but are not in general favor. A circular stamp is best because it always looks tidy. "Whatever pages may be stamped in the actual text, every title-page, first and last pages of text and all plates, maps, etc., should most undoubtedly bear the library mark. All impressions should be as close as possible to the text, which will allow for the rebinding of a book, during which process the margins are sure to be trimmed."

Stamping library books. A. T. Dyson. New York Times. 11: 326. My. 19, '06.

"Let the half tones, photogravures, etchings, steels, and what not show forth in all their

beauty, without the stamp imprint blotting out some of the artistic quality of the picture." The spoliation of illustrations in volumes loaned seems unnecessary. If some readers are dishonest, the great majority are not.

State aid to libraries.

See also Library commissions; Organization of libraries; Tax for libraries.

Annual state aid to libraries in Vermont. M. M. Wilson. Vermont Lib. Com. Bul. 6: 2-3. Je. '10.

Law and method in obtaining state grant in Connecticut. Conn. Pub. Lib. Doc. No. 7: 6-12. N. '04.

Provisions of the New York law. N. Y. Libraries. 1: 151-2. O. '08.

The steps to be taken in order to obtain public library money in New York are given.

Public libraries, their buildings and equipment: a plea for state aid. M. B. Adams. Lib. Assn. Rec. 7: 161-77. Ap. '05.

The penny rate was established in England fifty years ago when the question of libraries was treated in a half-hearted way. Since that time the library movement has outdistanced the wildest expectations, and now any town can by a special act of parliament augment its penny rate. Twenty-eight towns have thus increased their rates and the result has not been a reckless expenditure of funds. The penny rate requires a dreiful struggle to make ends meet in small townships and in country villages. "In most places the attempt is practically impossible. The total sum available in some instances can hardly suffice to light and warm even a small building, not to mention the purchase of books and papers with other current expenses. If in fairly big towns the penny rate is not enough, the whole thing in villages becomes preposterous. No restriction is imposed by statute on the rates to be levied for any other necessity in municipal development, such as baths and water supply, tramways, electric lighting, dust destructors, and every other form of enterprise. The library alone is fettered and hindered." In Canada, Australia and South Africa state aid is given to libraries. In the United States property is taxed to establish and maintain libraries. "In Massachusetts the state subsidises public libraries, not only in big and small towns, but in every village."

State aid to public libraries. T: E. Maw. Lib. Assn. Rec. 7: 99-104. Mr. '05.

An argument for state recognition of library work on the ground of its educational value. Schools are supported. Libraries should also have a state income.

—Discussion. Lib. Assn. Rec. 7: 91-3. F. '05.

State's relation to the public library. W. E. Henry. Wash. Lib. Assn. Bul. 3: 2-4. Ap. '07.

"The theory of some degree of state aid and state control of public libraries rests upon two propositions: That public education is the business of the state. 2: That the library is an educational institution. There are people who question the first proposition, but it would be difficult to find a person who would so much as question the second." Only lately has it been generally recognized that the public school "is only one of our co-ordinate and cooperating institutions for public education. It is clear now that the public library is quite as essential to the creation of the highest intelligence and citizenship and to the fostering of progressive manhood and womanhood as is the school."

State aid to libraries—Continued.

Summary of work in various states. G. A. Countryman. Pub. Lib. 10: 55-60. F. '05.

The object of state aid is the building up of free libraries. There are two methods of accomplishing this, viz, by direct gift of money or books, and by traveling libraries. The distribution of state aid is always under a state library commission or the state library. In general the east prefers to give direct money aid, the west more often gives personal assistance in organization. New Hampshire has a unique law compelling every town to levy a certain assessment to maintain a library and prescribes a minimum rate. If the town has no library the fund accumulates. Up to 1904 there were 22 states that had laws embodying state aid in some form. Massachusetts has been the model in the east, Wisconsin in the west.

Value and work of a state library organizer. W. R. Eastman. Pub. Lib. 10: 67-72. F. '06.

Where should state aid and a local responsibility begin in library extension work? A. Wynkoop. A. L. A. Bul. 1: 238-43. Jl. '07.

"If the whole state may profitably be taxed for the promotion of good roads in a distant county, it surely may be taxed to promote good reading in that county." The state should not only be ready to aid libraries but it should let the people know that it is ready to do so. "It offers a sum from the state treasury every year to each community for the buying of books, but whether the news and conditions of this offer shall reach the community or not is not its concern." A state, supports normal schools for teachers, why should it not support training schools for librarians?

Work of some states for library advancement. A. E. Bostwick. Lib. J. 33: 213. 8. Je. '08.

"The greatest amount of progress, apart from that made by individual libraries, is now due to action taken by the states—either by their governments or by their associated librarians. . . . A single central organization in such a country as the United States, can never be truly national. . . . It is only by affiliating with bodies that cover smaller units of territory or by dividing itself into local sections, or by holding frequent local conferences, or in some such way, that a so-called national body is able to come into close touch with all parts of the country. . . . It is for this reason that what the states are doing for public libraries is so much more important than what can be done for them by the federal government. . . . Library interests may be furthered in and by a state either thru something done by the state government or by voluntary association or co-operation of the citizens. In the first category fall those things that are done by general or special legislation, by library commissions or by state educational institutions, including state libraries. In the second are the things accomplished by state library associations, by bodies such as the federated women's clubs, and by independent educational institutions recognized as of state importance." An interesting question is that of the best relationship between the official and voluntary library activities of the state as regards the publishing of proceedings, control of library schools, licensing of qualified librarians, etc. "The tendency is to lodge most of these powers in a state commission. . . . One of the most active bodies affiliated with the A. L. A. is the League of library commissions, thru which the work of one state stimulates and reacts upon that of others. We may expect that the states will avail themselves more and more of this means of keeping in touch with each other."

State documents.

See also Public documents.

Clearing house for state publications. Lib. J. 30: C231-3. S. '05.

Exchange and distribution of state documents. Lib. J. 30: C229-31. S. '05.

Free literature on farming. J. C. Marquis. Wis. Lib. Bul. 7: 16-9. Ja. '11.

Model law for the distribution of state documents. C. W. Andrews. A. L. A. Bul. 3: 327-8. S. '09.

Monthly list of state publications. J. D. Thompson. A. L. A. Bul. 4: 722-4. S. '10.

Nebraska publications. L. Horne. Neb. Lib. Bul. No. 4: 9-12. F. '07.

The requirements of the Nebraska law concerning state documents are given with the law governing their distribution. "Just what is to be collected and kept by each library is a matter that must be decided as the special needs and circumstances of the individual library may require. It is not the province of any library, no matter how large or how small, to collect indiscriminately all the miscellaneous printed matter that may be obtainable." Each library should have, however, "the report of the Board of agriculture, Horticultural society, Bureau of labor and industrial statistics, Board of public lands and buildings, Board of irrigation, Board of transportation, State historical society, Geological survey, Superintendent of public instruction, the reports and bulletins of the Agricultural experiment station and if space be not too valuable the House and Senate journals and laws." Each set should be as complete as possible. Current numbers may usually be had for the asking. Librarians should become familiar with the matter that the various publications contain and the only way to do this is by knowing the books themselves.

Notes on some recent New York state publications of interest. F. L. Tolman. N. Y. Libraries. 1: 239-40. Jl. '09.

Notes on state documents bibliography. Lib. J. 30: C233-8. S. '05.

Public documents of Indiana. J: A. Lapp. Lib. Occurrent. 2: 108-11, 130-33. Mr., Je. '10.

Not all of the documents are of general or absorbing interest except to the special student, but there are some state documents which should be on the shelves of every public library in the state; not only that, but they should be used as much as possible for reference work in order to acquaint the public with their character. Some of the reports are of enough general interest to create their own demand if the public is only brought into contact with them, others are sources of information about which the public knows little. The librarian has an important function to fill as an educator in opening up the public documents for wider usefulness. In this way, too, there will be a reaction upon the officials. When they once know that the reports are of wide interest and that they are used, commended, and criticised all over the state, there will be a striving for better, more educational reports. The public officer owes it as a duty and will fulfill it if the people show an intelligent interest in his work."

Recent state publications of interest. F. L. Tolman. N. Y. Libraries. 2: 137. Jl. '10.

State documents—Continued.

Recent state publications of interest (New York). F. L. Tolman. N. Y. Libraries. 2: 198-200. Ja. '11.

Report of the State libraries committee on exchange and distribution of state documents, 1910. A. L. A. Bul. 4: 694-6. S. '10.

State publications. R: R. Bowker. 4 pts. \$10. '06. Pub. weekly.

A provisional list of the official publications of the several states of the United States from their organization. Pt. 1: New England states; pt. 2: North central states; pt. 3: Western states and territories; pt. 4: Southern states.

Subject headings for state documents.

A. R. Hasse. Lib. J. 31: C123-6. Ag. '06.

Notes on this article are given under the heading Subject headings.

Systematic bibliography of state official literature. Lib. J. 30: C238-40. S. '05.

State historical societies. See **Historical societies.**

State institution libraries.

See also Insane hospital libraries; Prison libraries.

Libraries in state institutions. M. E. Carey. A. L. A. Bul. 1: 101-8. Jl.; Same cond. Minn. Pub. Lib. Com. Notes. 2: 67-70. N. '07.

A survey of library work in the state institutions of Iowa. Books are always a tool in state institutions and "there selection must be made wholly with reference to the use to be made of them" hence the books in different institutions will vary widely. One rule, however, applies to all. No cheap editions should be purchased. "In the penitentiaries, soldiers' homes and hospitals for the inebriates and consumptives, the problem is to get the right book to the right person. Miscellaneous collections are desirable."

Library in a reform school. M. P. Farr. Pub. Lib. 12: 234-5. Je. '07.

In organizing the library in the reform school at Morganza, Pa., the first step was the weeding out of trashy fiction from the old library. Ther. \$250 was spent for books of recent history and popular biography, also for books on handicrafts, birds, flowers, cooking and serving, etc. A few popular novels of the day were also chosen. As far as possible the best illustrated books were purchased. A card catalog and shelf list of the books were made, and the Newark charging system was installed.

New phase of library work, M. E. Carey. Pub. Lib. 12: 127-8. Ap. '07.

In 1905 the superintendents of the state institutions of Iowa created "the office of supervising librarian for the 14 penal reformatory and eleemosynary institutions of the state." The duties of the librarian thus far have included the selection of books, the establishment of permanent library records, the introduction of a uniform classification and the providing of statistics. The 14 penal institutions "include two penitentiaries, two reformatories, a home for soldiers, an orphans' home, a school for the deaf, a college for the blind, an institution for feeble-minded children, four hospitals for the insane and one for inebriates." For the purpose of book selection only the insane rank as abnormal, altho the blind need books specially constructed. The insane like children's books best because the imaginative

does not appeal to them as much as the realistic. "It is the Iowa idea that the book has a function as a remedial agent to be used with as much precision as any other remedy employed by the physicians. In order that this may be practical and that the doctors may have a tool ready for their use, an annotated list of books which have proved helpful to the insane has been commenced."

Report of the committee on commission work in state institutions. M. E. Carey. A. L. A. Bul. 3: 339-41. S. '09.

State libraries.

See also Traveling libraries.

Administration. J. L. Gillis. Lib. J. 30: C34-7. S. '05.

"Of the various forms of the external governing body, none seems to be better adapted to library needs than a board of trustees of five members, each appointed by the governor for five years, whose terms of office expire in yearly rotation. . . . Where the librarian is appointed by such a board, and made directly responsible to the trustees and to no one else, a greater measure of stability is assured in the management of the library than by any other means. . . . The state library should stand as a model to the smaller libraries throughout the state. It should be ready at all times to furnish them information and to offer suggestions for the betterment of the library service. . . . All state libraries are at present to some degree subject to political control, and the appointment of an incompetent assistant may be the price that has to be paid for securing important concessions or appropriations."

Broadening of state libraries. M. Dewey. Pub. Lib. 11: 22. Ja. '06.

In many states there are library commissions without books, buildings, etc., and on the other hand, state libraries with books, buildings and staff but no zeal for public work. The two should be merged to insure economy and efficiency. The state library should be the centre for library work in the state. The Washington state library under the new law has three divisions. First, the library proper in the capitol planned for a splendid reference library. Second, the division of public documents. "It receives all printed documents from the various officers as soon as issued and supervises their distribution and sales." Third, the educational branch which "supervises public libraries of the state, works for their establishment where they can be supported, visits, aids, instructs, collects and publishes statistics, helps to plan buildings, to organize new and reorganize old libraries under modern methods." It also sends out traveling libraries to small communities.

California state library is yours and you should use it. This will tell you how. 21p. pa. '09. Cal. state library.

Public administrative officers, state, county and municipal, may draw upon the resources of the sociological and legislative departments; lawyers and law students may borrow law books upon payment of transportation charges; students of California subjects may have the use of books on California, its history, description, resources, literature and industries, books by California authors, California fiction, etc., either by borrowing the books or by correspondence and typewritten extracts; the blind may borrow free of charge, books, musical scores, primers for learning to read and printed books and articles; librarians, trustees and communities may obtain any desired assistance in establishing, equipping and maintaining libraries; the community too small to have a library may obtain travelling libraries; while everyone may draw on the reference department for answers to all manner of questions that are to be answered from books.

State libraries—Continued.

California's state library reaches every county in the great state. W: R. Watson. *Sunset*. 17: 363-7. O. '06.

Besides sending out traveling libraries, books are sent to study clubs and to the blind. Assistance in organizing is given to new libraries, and legislative reference work is carried on.

Cooperation and the state library. J. I. Wyer. A. L. A. Bul. 3: 158-9. S. '09.

The state library center, in order to effectively cooperate and coordinate the various forms of library activity, should have the field to itself. Legislators should centralize the various agencies.

Co-operation of the state libraries and the Library of congress in the preparation of reference lists. H. H. B. Meyer. A. L. A. Bul. 4: 713-5. S. '10; Same. *Special Lib.* 1: 60-2. O. '10.

Co-ordination in library work in California. J. L. Gillis. A. L. A. Bul. 5: 72-5. JI. '11.

"The California state library is a library for the entire state, and its first great advantage is that it is made up of all those departments usually operated by commissions, historical societies, law libraries, and so forth. These different activities are united under one management, with one head, and thus the first great step in co-ordination is taken, since each department operates as part of a whole, dovetailing into each other part, but with no overlapping of parts, nor chinks and spaces between. The California state library thus comprises the following departments: Books for the blind, Californiana, Catalog, Documents, Law, Legislative reference, Reference, and Traveling libraries; and all are equally in the service of the entire state. The state library is moreover entirely independent of any other organization, being a complete unit in the state government, able to initiate and promulgate whatever is for the best library interest." The state library is, further, free from legislative restrictions. All that remained then before the library could do efficient work was the finding of a means of getting to the people whom it wished to serve. This medium is furnished by the county library system. "With the counties taking care of the ordinary demands of their readers in this thoroughgoing manner, the state library is left to its legitimate business of further building up its permanent collections of material which have a permanent value, and which will mean something more to the people of the state than a collection of traveling libraries possibly can. At present, where county free libraries are just beginning, the state library is helping them with such material as they cannot afford to purchase. When they are once in running order, however, they will own all the material which can be worn out in their own county, and the state library will supplement them with all material which they are not justified in purchasing either because of cost, scarcity of request, or infrequent periodic recurrence of use." A collection of music and a library for the blind are being built up by the state. "Where the county free library system is in operation all expenses within the county are paid from the county fund, and all carriage to and from the state library is paid from the state library fund."

Development of the state library. G: S. Godard. *Lib. J.* 30: C37-40. S. '05.

"The reference department should be especially rich and complete in encyclopedias, dictionaries, gazetteers, atlases, handbooks, and the reliable time savers of our day. So far as needed

and possible there should be special libraries for the several departments of state and legislative committees. The scope of the law department should be a broad one."

Development of the state library. *Lib. J.* 30: C148-53. S. '05.

Foreign law in state libraries. C: C. Soule. A. L. A. Bul. 4: 702-3. S. '10.

A state library as soon as it has made a fair beginning in its collection of American literature should begin to collect the laws and law reports of other countries using the English language and English common law. This will include England, Canada, Scotland, Ireland, Australia and other English colonies. When funds permit all translations of foreign law into English may be placed in the state library. As French, German and Spanish are quite generally read in America, the larger libraries might include works in these languages. There are also many translations into French and German of other continental works which are not available in English.

General use of the state library. E. M. Fitzgerald. *Indiana State Lib. Bul. No.* 9: 2. Ja. '06.

The state library supported by the tax-payers of the whole state should be in close touch with the people. This can be done by inaugurating a system by which books can be loaned to local libraries.

How can co-ordination best serve the library interests of the state. J. Brigham. A. L. A. Bul. 4: 725-8. S. '10.

The writer outlines the situation in Iowa. The libraries maintained by the state are as follows: libraries in the state charitable and penal institutions; libraries in the state university, college of agriculture and normal school; state historical society library; system of traveling libraries; state library, consisting of three departments, law, historical and general, each housed separately. The various plans suggested for co-ordination among these separate libraries are presented.

How shall states delinquent in their exchanges be treated? G. S. Godard. A. L. A. Bul. 1: 220-7. JI. '07.

Every state has a state library which is the legal storehouse of its public documents. Interstate exchange of these documents is a long established custom and is not only a necessity but an economical and a mutual benefit. "The state librarian is not only the servant of his own state but the servant of the nation, of the world. He can be true to his state only when he serves all the citizens of his state, whether they live at home or abroad. It is his duty to make every other state library a branch or department of his own library and his own library a live branch of every other state library."

Ideal state library in an ideal location. *Lib. J.* 30: C248-51. S. '05.

Library interests of a state. W: R. Watson. A. L. A. Bul. 1: 196-200. JI. '07.

"Combining the state library, the state library commission and any other allied interests such as legislative reference bureau, state law library, etc. under one management, benefits the people it serves by giving them a more comprehensive service. . . . Where the departments are maintained and managed separately they are unable to render the same assistance to each other that is possible where they are all parts of one institution." Again it would be easier to secure funds for one single institution than for several. In many cases where the creation of a separate library

State libraries—Continued.

commission seems to be necessary it is better to change the law so that library interests will not be divided. "The state library is naturally, and should be actually the center of all the library interests and activities of a state. To its governing board should be given the power to initiate and direct all the library work of whatever kind which is carried on with state funds."

National association of state libraries; reports at Lake Minnetonka. A. L. A. Bul. 2: 260-70. S. '08.

New York state library and the college and reference libraries of the state. J. I. Wyer, jr. N. Y. Libraries. 2: 188-92. Ja. '11.

The state library already cooperates with the public library to a large extent but many lines of cooperation between the state library and the college library still remain to be developed. This is especially true in the case of the library of the small college. Few colleges have large appropriations for books, and when the needs of the undergraduate body have been met, little remains to meet the demands of graduate students and research workers. Ways in which the state library may help are: 1, Thru interlibrary loans of single volumes or of collections; 2, Thru reference work, either bibliographic or research; 3, By supplying state publication; 4, By advance arrangement for reference work at the state library. If the professor or student who wishes to visit the library knows beforehand approximately what material will be found there, and if the attendants of the library have material ready for his use much time will be saved. The intelligent use of a library, even at long range, requires a considerable knowledge of its collections. Colleges should inform themselves as to the resources of the state library.

New York state library in its relations to the libraries of the state. F. L. Tolman. N. Y. Libraries. 1: 68-70. Ap. '08.

The state library of New York is primarily a reference library but it considers the loaning of books to small libraries in the state a very important department of its work. "These loans are subject only to the same restrictions that all large libraries find necessary to impose on inter-library loans. Rare, valuable and reference books, newspapers, manuscripts, the more popular periodicals, fiction and current literature do not ordinarily circulate. All transportation charges are to be paid by the borrowing library, which becomes responsible for all damages and the safe return of the books. Ten volumes may be drawn at one time. The period of loan is two weeks, subject to a single renewal for the same period, altho in special cases a much longer period of loan may be arranged for. . . . The function of a library does not stop with furnishing books. One of its greatest functions is the furnishing of information. Often it is possible to furnish information to people in distant parts of the state where it would be impossible to lend the books containing that information. Most frequently the information desired is bibliographical, nearly as often genealogical, often it refers to some state law or the working of some state institution."

Province of the state library when extended to cover the library interests of the whole state. J. I. Wyer. A. L. A. Bul. 3: 204-6. S. '09.

"It is as sound public educational policy that the state library should extend its work to cover the state, as that the state university should admit students from the whole state and not only from the town in which it is located. It is a sound economic truism that one organization, properly constituted and administered, can

work more effectively than many in the same field. It is expedient that library workers look to greater consolidation and co-operation before the lack of these characteristics becomes so noticeable as to draw the attention of governing bodies. Not least is the argument from analogy. The National library and several state libraries are conspicuous examples of the successful library extension and centralization which is here advocated."

Province of the state library when restricted to the service of the legislature. J. E. King. A. L. A. Bul. 3: 292-4. S. '09.

"Unquestionably the most important work that may be successfully undertaken is a legislative reference department. The chief requisites for this branch of service are a good law library, a good collection of government and state documents and the accredited sociological and economic text books. With this material a capable reference librarian can in a few months compile a vast amount of information in the way of bibliographies and card indexes of important and timely subjects. . . . The essence of successful legislative reference work is common sense and the help of a good law library. There is no room for 'fads' or eccentricities. The legislator is not only a busy man but he has his own ideas. He does not want to be told what to do, but how to do it. He wants information, not dictation."

Reference problem of the state library. F. L. Tolman. A. L. A. Bul. 2: 334-8. S. '08.

The state library is primarily "a library of consultation and research for the use of all branches of the state government, legislative, judicial, executive, administrative." Its second function "is the preservation of the public records and history of the state. The history collection should contain all material and records necessary for the most exhaustive historical study of the state or any of its parts. It should thus be especially rich in source material, manuscripts, public records, maps, and should include a large collection of local state history, state biography, state family history, newspapers and illustrative material. . . . While the character of the collections of the library must necessarily be determined by the needs of state officials, the use of the collections should not be limited to them. The library should present such opportunities for study in its special fields, collections so complete, indices and catalogs so useful, that special students in these fields would frequently be attracted to it. . . . The state library should desire to develop the maximum of co-operation with the local libraries, and offer to supplement their limited collections by liberal loans. It should desire, in so far as it may be able to do so, to enable each local library to meet effectively the demands of the special student. It should wish every person engaged in special research in the state to know that the collections of the state library stand back of each local library and that wherever practicable needed books from the larger collection may be had."

Relation of state libraries to other educational institutions. J. L. Gillis. A. L. A. Bul. 2: 284-5. S. '08.

"The relation of the state librarian to other libraries and educational institutions should, of course, be one of harmonious cooperation; they should all be working for a common end, and combining the influence of all of them you cannot fail to get beneficial results. The relations depend very largely upon the state librarian. I might say they depend entirely upon him, as to whether he is active, whether he wishes to bring about the results or whether he prefers to let it go by the board and get his pay and take it easy, or whether he wants to work and get results."

State libraries—Continued.

Relation of the state library to other libraries of the state. D. Brown. A. L. A. Bul. 4: 699-702. S. '10.

The relation of the state library to other libraries of the state will be determined by its nature. If the state library exists for state officers and the legislature, it should have no authority or rights of supervision over other libraries. It is a general reference and public library, it may very properly be given the right to supervise and inspect. It is generally conceded that a great central institution can keep in closer touch with advanced movements. This being the case local libraries would benefit by contact with the central library. The same kind of supervision as that maintained by a state superintendent over schools is what the writer would advise. He feels, too, that state authorities should fix qualifications for librarians of local libraries. "My position then is, that there should be a certain amount of supervision by state libraries, but that the details must be worked out by practice and experience; that a large share of initiative should be left with the local community. In many states this supervision and organization are lodged in the library commission, which, of course, takes it out of the province of the state library unless the two are under one management."

Relations between state and municipal libraries. R. G. Thwaites. A. L. A. Bul. 2: 285-90. S. '08.

"The original object of the legislature in founding a state library was, presumably, of three-fold character: (1) As a place of custody for the past records of the state; (2) as a storehouse of all manner of accumulated knowledge—generally in printed form, altho it may still be in manuscript; (3) a bibliographical laboratory for present-day instruction, adapted especially to the needs of the various branches of state government—judicial, legislative, administrative, educational." Of late years there has grown up the "legislative reference department, actively familiarizing the legislator or state official with these tools, and assisting him to use them, thereby greatly bettering the quality of his service to the public." Sometimes the municipal library of the metropolis exceeds in size the state library but usually the state library can be of practical assistance to it, especially on the reference side. "A state library, supported by the taxpayers of the entire commonwealth, is under direct obligations to all of its people, and should be as generous to them as circumstances and a due regard for the welfare of the collection will allow. It should be remembered, however, that the state library is not, in the main, intended to be peripatetic; its first duty is to state officials and the legislature, and to the higher educational interests of the state. . . . That the greatest possible liberality to municipal libraries should at all times be exercised, is to my mind obvious, if the state library is to be justified in the eyes of the tax-payers, or in the conscience of the librarian."

Report of the committee on statistics of state libraries. A. L. A. Bul. 3: 285-9. S. '09.

Scope of book purchases in a state library. D. C. Brown. A. L. A. Bul. 1: 227-30. Jl. '07.

Some state libraries "are almost exclusively law libraries with the addition of state documents. What is called the state library in Wisconsin is of this character. Other states may be classed in the same way, as Kentucky and possibly Illinois. Pennsylvania represents another class,—general, law, Pennsylvania history. By general is meant literature, general history, science, etc. New York in her library under the control of the department of educa-

tion, includes almost everything. General books, law, medicine, documents, state history, and in a way, the traveling libraries. The field covered here is very large, Indiana, in its state library, has general books and state documents. The law library is a part of the Supreme court, while the organization of libraries and the traveling libraries are under the public library commission. Ohio has general books and the traveling libraries, while the law library is distinct; Iowa has both law and general books, Michigan covers all the field,—traveling, general books, documents and law books; California has general books and traveling libraries; Rhode Island has general books and documents, while the law library is separate." There is a well grounded belief that the state library "should be a general reference library where all citizens, officials, and societies of every description may find what they want. . . . A state library needs all the publications of the historical societies of all the states both for the purpose of history and to show the growth of historical study. For the latter reason it must have the papers and publications of all the learned societies of every state and also of national societies. When a scholar wants such a paper he should find it in a state library."

Shall the state library be the head of all library activities of the state? J. L. Gillis. Pub. Lib. 16: 287-8. Jl. '11.

In the business world the tendency is toward unification of organization. Charity organization societies, cities that are adopting the commission form of government, are only applying business methods to their special cases. The same policies are applicable to the library world. "If all the library activities are under one control, the artificiality of extra organization with their framework of government is done away with. One head means economy of administration and unity of policy; and being unified, concentration and continuity of effort is inevitable for any policy undertaken by the institution." Financial support, too, will be more easily obtainable for one institution than for many. Assuming, then, that it would be sound business policy to unite the library activities under one head the only question remaining is, what shall that head be? The state library already stands as an expression on the part of the people of the state of their belief in the need of such a central institution. The function of the state library has been the collection of material of value to the state as a whole. It is built on a sound foundation and stands ready to branch out into other lines of work as need arises. It is firmly established and is assured of financial support. It, then, has in its favor "its priority of establishment, its collection of material, its possibility for expansion, and its fixed assurance of support. With these granted, the burden of proof against its leadership seems rather to be necessary. Why should it not be the head of all the library activities of the state?"

State library. D. C. Brown. Lib. J. 36: 447-51. S. '11; Same cond. A. L. A. Bul. 5: 215-6. Jl. '11.

The writer's idea of the scope of the state library is broad. "It is in brief, that everything in the way of research in science, history, literature, politics, art, pedagogy, medicine, etc., should be provided in the state library as rapidly as funds will permit; that the state librarian should have a broad conception in scholarship of what these departments should be, and the ability and courage to secure a staff trained to do the work in a scientific way." The view that the state library should be developed along the lines of political science is too narrow. The state has wider interests and the state library should meet them. One of the first concerns of the state library will be with the history of the state. In many states the collection of historical material is carried on by an independ-

State libraries—Continued.

ent society. While such organizations may do excellent work, there are reasons why the historical society of the state should be under state control. Such a center would encourage the deposit and donation of newspapers, manuscripts, etc., by private individuals; it would inspire a feeling of security; it would make the state a great instructor in its own history and would make the study of state history more universal; the state historical collections would be more readily accessible. It follows that the state archives, too, should be under the control of some centralized state body. An investigation in the state of Indiana revealed the fact that "a large part of the earlier public records of the state, if in existence at all, are inaccessible, even to one giving his time and effort to the task of making a report concerning them. Many of them are stored away like junk in dark, damp and dust-covered rooms in the basement. Present state officials know nothing about them, and no one has ever been given any authority by law to make the proper examination." In the state library there is always danger of interference thru political influence. The merit system is almost a necessity. "Where a library is connected with public service and politics touches it even remotely the merit system is the safest way to insure permanency." The state library should serve the state thru co-operation with educational institutions. It should be open to university students for research work, and should extend its privileges to secondary schools. In Indiana the head of the legislative reference department of the state library has been made a lecturer on comparative legislation in the state university. A state museum built up along with the state library offers possibilities for development in a new line.

State library system of California. J. L. Gillis. A. L. A. Bul. 4: 728-9. S. '10.

In California the work of a library commission is carried on by the state library. The law, historical, and general departments of the state library and the extension department are all under the control of one body. This arrangement is found to be economical and in every way satisfactory. One department helps the other. The resources of the historical department are at the command of the legislative reference department; the extension department helps to build up the historical department and keeps the legislative reference department in touch with affairs thruout the state.

State's relation to the public library. W. E. Henry. Wash. Lib. Assn. Bul. 3: 2-4. Ap. '07.

"In New York state . . . the state library is in a very important sense the real head of the library system of the state, and has not only the most perfect but as well the most effective library organization in existence, and it is distinctly recognized by the state as an integral part of the state's educational system. . . . The state library lends books either singly or in groups directly or indirectly to all the citizens of the state, especially to those in the rural and village communities who are not locally supplied with large book collections. It conducts a system of travelling libraries which go to the communities where no library exists and also go to supplement the small library which is inadequate to answer all demands made upon it. The state library maintains a great reference library free to all who come to it, and it does reference work for citizens of the state as well as sends results to all parts of the state wherever requested. It visits and inspects the libraries of the state, advises with librarians, gives suggestion and advice to local boards upon the plans and construction of buildings and finally trains its librarians thru a two years' course in library science on the same theory

that practically all of our states now sustain normal schools for the training of their teachers."

Statistics of state libraries, 1907. H. O. Brigham. A. L. A. Bul. 1: 216-20. Jl. '07.

Statistics of state libraries, 1908. H. O. Brigham. A. L. A. Bul. 2: 270-6. S. '08.

State library associations. See Library associations and clubs.

State library commissions. See Library commissions.

State library systems.

State library system for California: a suggestion. J. L. Gillis. News Notes of Cal. Lib. 3: 227-8. Jl. '08; Same. Lib. J. 33: 316. Ag. '08.

Notes on this article are given under the heading Library extension.

Statistics.

See also Circulation; Reports.

Changes in statistics. J. A. Rathbone. Lib. J. 35: 243-4. Je. '10.

Chart and statistics showing growth in public libraries in the United States and increase in their facilities. H. Putnam. il. World's Work. 10: 6373-7. Jl. '05.

Comparative library statistics. A. L. A. Bul. 5: 361-3. N. '11.

A comparative table of statistics from 32 libraries is presented. "These statistics are published particularly in the hope that they may be useful in helping the librarian show trustees, budget committees or other city officials, wherein their library falls below the average in certain particulars, and that they may thus become an effective tool in helping to secure a larger appropriation or a better balanced budget."

Library statistics. Harp. W. 49: 821. Je. 10, '05.

Library statistics. A. Lancaster. Lib. Assn. Rec. 9: 500-5. S. '07.

"Under present conditions it is unfair to compare the issues of one library with those of another, owing to the diverse conditions under which statistics are compiled." The length of time and the fines for overdue books vary considerably. Then there is the question as to whether a two volume novel shall be counted as one book or two. Systems vary greatly as to classes. "Some libraries include history, biography and travel in one class, while other libraries give each a separate class. Fiction in some libraries has a class to itself, and in other libraries it is included with poetry and the drama. Juvenile literature, the greater part of which is fiction, is treated by some as a separate class, thus apparently lessening the percentage in the fiction issues. . . . In the reference departments and the reading-rooms of the various libraries there is a greater disparity in the compilation of statistics than in the lending departments." Some libraries count each time a encyclopedia, dictionary, directory and other books of reference are used as an issue. Other libraries make no count of such usage. Sometimes the use by individual readers of current numbers of the magazines is made to count. "There is also the possibility of inflating the returns by counting as issues long series of books which may be handed out to a reader and of which he may have practically used only one or two volumes. . . . Another section of library statistics which is

Statistics—Continued.

very unsatisfactory and usually misleading is the computed number of visits paid to the reading-rooms for newspapers, magazines and periodicals."

Library statistics; necessary and unnecessary, and the purpose of statistics. W. McGill. Lib. Asst. 8: 84-92. My. '11.

Library statistics can never be exact and are often misleading. Many books taken out for home use are never read. Others may be read by several members of a family. In either case one reading is counted for each volume. In the compiling of statistics every library has its own system. "If statistics are to have any comparative value we must agree on rules and methods for their compilation and the circulation of books should be counted in accordance with these rules. . . . Therefore it is unfair to compare one place with another, owing to the different methods in which statistics are compiled." Library reports as now issued mean little to the average ratepayer or member of a library committee. "He, no doubt, wonders if all these elaborate figures, showing issues by months, days, years, classes, etc., are not a costly and unnecessary fad. Besides, many of them are quite puzzling to a member of a committee—they have a repellent look, and to judge from the lines rising and falling showing the increase and decrease of issues, he may wonder if one of the pages from the report of the medical officer of health showing how he has combated and kept down the increase of enteric fever, has not crept in by mistake." The impression given in the matter of fiction may be false. A library is commended as its per cent. of non-fiction over fiction increases. Yet another library with a high percentage of fiction may be issuing novels and stories of a much higher grade. "Why not try to classify our novels into standard, medium and trash? It has been suggested before, and it would be interesting to see our novels classed like this in a report. . . . A library in a mill town issuing 80 per cent. of good fiction circulating in the homes of tired working women may be doing as good work as one issuing 40 per cent. in a more cultured community." Statistics should tell their own story if they are to be of any value. "Look at some of the American reports received during the past few weeks. The borrowers in one town number about 5,000; total issues central and branches, 235,000; and yet a volume of statistics of 130 pages is issued, but you will not find any statistics showing the issues for the year classified by subjects—surely one of the very first and most important things that a library ought to tell, especially as this library is properly classified. Again, they tell the increase in the use of borrowers' cards for the year, and the number precisely that had been given out to replace lost or soiled cards, but never a word about how many borrowers are in active living touch with the library, and that again is one of the few essential things that one wants to know. Many other American libraries fall in the same way in respect of offering a mass of inconsequent statistics and failure to give the essential things in the right way."

Library statistics of Michigan, 1909. Mich. Lib. Com. Report. 10: 60-84. '09.

Plan for the compilation of comparative university and college library statistics. J. T. Gerould. Lib. J. 31: 761-3. N. '06.

Statistics from college libraries are not available to date, but at Mr. Gerould's suggestion a committee has been appointed by the college section of the A. L. A. to gather material for statistics. A series of questions such as might be submitted to college librarians is outlined.

Public, society, and school libraries; statistics for 1903. (In Report of the commissioner of education for 1903. 1: 759-1017.)

Report on college and university library statistics. A. L. A. Bul. 1: 260-6. Jl. '07.

Statistics of free public libraries of Massachusetts, 1908-1909. Massachusetts Free Pub. Lib. Com. Report. 20: 79-91. '10.

Statistics of libraries in North Carolina. N. C. Lib. Bul. 1: 28-9. Je.-Ag. '10.

Statistics of libraries in the United States. Lib. J. 30: 342-3. Je. '05.

Statistics of public libraries in Minnesota. Minn. Pub. Lib. Com. Notes. 3: 2-3. Mr. '10.

Statistics of public, society, and school libraries. (U. S. Bur. of Educ. Bul., 1909, no. 5.) O. 215p. pa. '09. U. S. Bureau of educ.

Statistics of state libraries, 1907. H. O. Brigham. A. L. A. Bul. 1: 216-20. Jl. '07.

Statistics of state libraries, 1908. H. O. Brigham. A. L. A. Bul. 2: 270-6. S. '08.

Stealing. See **Thefts of books.**

Stock books. See **Accession.**

Stock-taking. See **Inventory.**

Storage of books.

See also **Shelf arrangement.**

Book storage for libraries. F. P. Hill. A. L. A. Bul. 3: 140-5. S. '09; Same cond. Pub. Lib. 14: 304-7. O. '09.

"A cooperative spirit should be cultivated between state and municipal libraries, so that each may reserve its strength for a special line. . . . In a community where transportation is adequate, it is wasteful for libraries to duplicate, particularly for disused books. Libraries within a certain radius should decide on the different classes of books that they will collect and preserve. Such a plan need not affect the purchase of any book currently needed. An A. L. A. list of special collections should give to each librarian a key to the location of material on any subject. By use of inter-library loans the work of scholarly investigators would be helped by one or more comprehensive collections, in place of 50 incomplete collections." A storage library is a space where little used books are compactly but systematically shelved in the British museum movable, hanging book cases are suspended in front of the fixed cases; in some libraries room for storage is made by excavating and installing shelving in sub-basements, while other libraries provide separate buildings. A system of branch libraries is in special need of storage room for books needed in quantities from time to time, such as school collections; a stock room where popular books needed constantly for replacement, books for the basis of branch and station collections may be housed; and a place to which books that have outlived their usefulness may be sent. Collections at branches should consist of live and active books. By a system of interchanging among branches, the demands of a whole city for books that appeal to the limited few may be met. Certain books must be in every branch. Certain books useless in one library may be valuable in another.

Storage of books—Continued.

Essay on modern methods of book storage. H. Woodbine. Lib. Assn. Rec. 12: 446-54. S. '10.

The stack system used in large libraries in America and in some libraries in England, is the most economical of all systems in respect to space, but presents difficulties in lighting, heating, and fire risks. Mr. W. F. Poole advocated separate fire-proof rooms with suitable accommodations for readers and a specialist in charge of each room. This theory is not practicable in any but very large libraries. In England double-sided book presses are used on the floor and around the walls of reference and lending rooms. The shelving is of wood, iron or steel, but steel is preferable in respect to protection against fire, economy of space, and lighting and ventilating. The double press should not be more than 7 feet 6 inches in height, and the shelves should be adjustable. Special wall shelving is used for folios and quartos and rack shelving is used for bound volumes of newspapers.

Reservoir libraries. N. D. C. Hodges. A. L. A. Bul. 3: 145-50. S. '09.

The establishment of several reservoir libraries in the country would relieve the pressure for storage room in many libraries, and enable all of them to live more commodiously. It costs about one dollar to house a volume. Space is too costly to be taken up with little used volumes. A library could well afford to send such volumes to a reservoir library and pay the cost of carriage if ever it needed them. All the stock of a reservoir library would be at the disposal of the contributing libraries. Competent reference librarians should be in charge.

Story telling.

Common sense and the story hour. H. E. Hassler. Lib. J. 30: C76-8. S. '05.

"Avoid all story telling that does not aim at the improvement of the children's reading."

Gentle art of story-telling revived. World's Work. 16: 10748. O. '08.

"Last December Miss Anna C. Tyler formed a Junior story-tellers' league in the children's room of Pratt Institute library, in Brooklyn. Out of an audience of from forty to sixty children, two junior leagues were formed. They all assemble regularly to hear the evening story, and the leagues meet afterward. Each league elects its own officers and conducts its own meetings. The president takes the names of seven or eight of the children present, most of whom volunteer to have a story ready for the next meeting, and of those so chosen there have only been a few who have not been ready with a story when called upon. . . . There has been but little attempt to dictate to them the kind of story that they shall tell, the director's only request being that they shall not tell silly stories. Some of the best Norse, Greek, and Indian myths; animal and nature stories by Kipling, Seton-Thompson, Charles Dudley Warner, and John Burroughs; 'Macbeth,' 'Evangeline,' 'The lady of the lake,' 'A Yankee at King Arthur's court,' stories of adventure, and some of the most famous of the fairy tales have been told—and nearly always well told—by boys and girls from ten to fifteen years old. The children are learning to read—the careful search thru book after book for the story they think will be the best to tell. The final selection is always their own."

In the neighborhood of the story hour. M. Palmer. Minn. Pub. Lib. Com. Notes, No. 5: 12-4. D. '05.

Is the story hour within the librarian's province? Affirmative. W. C. B. Sayers. Lib. Asst. 7: 72-3. Ja. '10.

A part of the librarian's function is that of the introducer of books. "The story hour is an investment in the brains and imaginations of children. . . . A story-telling room is the library assistant's training ground in literature."

Is the story hour within the librarian's province? Negative. J. D. Stewart. Lib. Asst. 7: 73-4. Ja. '10.

"Any activities undertaken by a library, in addition to its ordinary work must be governed by three considerations (1) The cost (in relation to the library's income); (2) Its practical utility (i.e., no activity should be undertaken unless it is certain that no other activity of greater value is being set aside in its favor); and (3) The work must not form part of the duty of some other authority. If we test the story-hour by these considerations it is quite obvious that it cannot be considered a legitimate part of the public library's work. The story-hour in American libraries, of which we hear so much, is largely an overrated sham. . . . The story-hour, being as it is, for the younger children and forming a distinct part of the elementary teacher's work in teaching literature, should be done at the schools, where the individual children are known. The lecture or talk on books and authors to older children can best be done at the library, and is a useful part of its work. I therefore contend that the story-hour is within the teacher's, and not within the librarian's province."

Kinds of stories. L. C. Foucher. Pub. Lib. 14: 124-5. Ap. '09.

The folk lore of all time is the natural property of every child; without which knowledge, everyday allusion and literature would lose much of their meaning. "For an untrained audience of not docile nature, it is well to arrange stories in progressive grades from the catchy to popular, from popular to standard, and from standard to classical, rather than to attempt to begin at the top. We need stepping-stone stories as well as books." Children of the upper grades should be told something of the old story tellers, minstrels and ballad singers. "In working with newsboys, it is often wise to allow them or other children of like caliber to choose the subject about which they wish to hear for their next story."

List of good stories to tell to children under twelve years of age with a brief account of the story hour conducted by the children's department. O. pa. 31p. '06. Carnegie Library, Pittsburgh.

Systematic story telling was inaugurated in the Pittsburgh library in 1899. "After a few months a change was seen in the children's reading. The stories had been selected from Shakespeare's plays and there was an increasing demand for books containing the stories. . . . The attendance at all the story hours from the autumn of 1900 to the first of February 1906 was 106,039. Story telling to children takes careful training and preparation as well as ability on the part of the story teller, and this library has always considered the training and preparation to be so important that all its children's librarians who tell stories to children have received special instruction in the training school for children's librarians conducted by the library."

Local history in the library story hour. R. G. Thwaites. Lib. J. 32: 158-9. Ap.; Same. Wis. Lib. Bul. 3: 43-4. Je. '07.

The experiment of utilizing local history themes in the story hour has been tried with great success in Green Bay, Wisconsin.

Story telling—Continued.

Origin of story telling. R: T. Wyche. Story Hour. 1:6-10. My. '09.

Practical results of story-telling in Chicago's park reading-rooms. Mrs. G. Thorne-Thomsen. A. L. A. Bul. 3:408-10. S. '09.

Stories were told in the park field-houses where library reading rooms had been established. One story hour a week at each of the reading rooms for children below ten years and one for the older children was attempted. Stories were also told in the assembly rooms of the schools. Teachers were present at the story hour. The aim in this work was "to help form the children's taste and thereby promote their reading of the best books; to interest the teachers in the children's reading outside of school as well as to make the teachers acquainted with what the library had to offer as direct helps in their daily work; to assist in the task of awakening a public sentiment in favor of a new policy with reference to the library's work for children."

Purpose and results of telling stories to children and the gain to the children from different types of stories. E. Lyman. Mich. Lib. Com. Report. 10: 39-43. '09; Same. Moderator Topics. 30: 262-4. D. 2, '09.

"If I were a teacher, I should consider one of my greatest assets was the subtle power which lies in story-telling to create the bond of friendship, the atmosphere of comradeship which makes your standards and the children's one, and gives to all relations a new breadth and understanding based on a point of contact entirely outside the sense of something to be learned. I cannot conceive of any one refusing to tell a story because the children had been disobedient, but it has occurred to me that there might be times when a bit of fun in the form of a story would more satisfactorily accomplish a desired reform than any amount of discipline. . . . I know story-telling is much valued for the possibility it offers for a return from the child in the form of reproduction; that has its place but it should not be allowed to usurp all story-telling. Some stories ought to be told just for the joy they give, and not pulled out and dissected the very next time opportunity offers. Too much story-telling is almost entirely lacking in purpose, and seems to consist for part of the repetition, verbatim, of a few stories which have little or no relation to the life of the child and less to art."

Purpose of story telling in the library. Vermont Lib. Com. Bul. 6, no. 2: 4-5. S. '10.

Reading of high school boys and girls. P. Chubb. Pub. Lib. 16: 134-8. Ap. '11.

A small boy returned a copy of Church's "Stories from Homer" with the disgusted comment that it was not "up to date." "This incident served to impress upon me the importance of two elements in the literary education of the child; the need of laying just the sort of basis which the story hour of the modern library is laying by means of the wide range of stories, fairy tales, fables, myths and legends with which the trained story-teller is equipping the children; and in the second place, the importance of providing also material which relates to the life and experiences of the child in his own time and environment. It is because the home and the fathers and mothers and nurses of to-day no longer supply this material and this basic literary education that the teacher, the story-teller and the library are called upon to make good the loss."

Report on story telling; symposium. Lib. J. 35: 404-12. S. '10.

"In Boston storytelling in the playgrounds is under the direction of a special teacher appointed in 1908. The teacher of storytelling works in cooperation with the teachers of dramatics and of folk dancing. The visits of the special teachers added interest and novelty, but it is felt that every playground teacher should be able to tell stories effectively. Storytelling, therefore, is considered a part of the daily work of the playground assistant. . . . In the children's room of the Pratt Institute free library, storytelling and reading aloud have had a natural place since the opening of the new library building in 1896. Years before this library was built the lot on which it stands was appropriated as a playground by the children of the neighborhood—a neighborhood that has been gradually transformed by the life of the institution which is the center of interest. The recognition of the necessity for play and the value of providing a place for it—children now play freely in the park on the library grounds—exercised a marked influence on the conception of work to be done by this children's library and upon its subsequent development. The children's librarian was never allowed to forget that the trustees had been boys in that very neighborhood and remembered how boys felt. It was evident from the outset that the children's room was to be made of living interest to boys and girls who were very much alive to other things than books. Probably more suggestions were gained from looking out of windows, and from walks in the neighborhood and beyond it, than from any other sources. . . . The children's librarian plans for the story hour, and does much of the storytelling herself; but from time to time some one from the outside world is invited to come and tell stories in order to give the children a change, and to give breadth and balance to the library's outlook upon the story interests of boys and girls. Listening as one of the group has greatly strengthened the feeling of comradeship between children's librarian and children, and the stories have been enjoyed more keenly than as if one person had told them all. . . . In Chicago the institutions in connection with which storytelling is carried on are: the Chicago public library, the municipal parks and playgrounds, social settlements, vacation schools, institutional churches, hospitals, and the United charities. The private organizations supporting the storytelling movement financially, by the employment of special storytellers, are: the Library extension story hour committee, the Permanent school extension committee, the Library committee, the Daughters of the American revolution and various women's clubs of Chicago. . . . In Cleveland storytelling has been carried on in the playgrounds and summer schools for several years. Since 1907 the work of playground leaders has been supplemented by storytelling done by public library assistants who visit the playgrounds by invitation, and who are scheduled for this work as a part of their regular library duties. . . . In Jamaica, Long Island, one playground has been opened in the borough of Queens. Storytelling was introduced into the branches of the public library in 1908, and was at first carried on entirely by the supervisor of work with children as a means of putting herself in touch with the children and library assistants. . . . The professional storyteller has played a large part in the successful establishment of storytelling, and is destined to play a still larger part in the future development of the work in playgrounds and other institutions, by raising the standards of the playground library, or settlement worker, who is expected to tell stories. This she will do not by elaborating methods and artifices to be imitated, but by frank criticism of native ability, by inspiring courses in story literature, and by proper training of the much neglected speaking voice. The sooner we cease to believe that 'anybody can tell a story' the better for storytelling in every institution undertaking it. A candidate for a given position may be required to have storytelling ability, but no

Story telling—Continued.

assistant should be required to tell stories as a part of her duties unless she can interest a group of children who have voluntarily come to listen to her stories. Repeating simplified versions of stories is not storytelling. Exercises in memorizing may be as helpful to the storyteller as the practice of scales to the piano player, but neither is to be regarded as a source of pleasure to the listener."

Stories and story telling. E. P. St. John.
*60c. Pilgrim press. '09.

Story hour. A. W. Clark. Lib. J. 34: 164-5. Ap. '09.

The ideal place for the story hour is the children's room. The children do not feel that they are going to a free show where they will get something for nothing. The story should mean books to the children and should lead to the insides, not the outsides of books. The story hour should have a natural and informal beginning. Some Saturday morning the children's librarian might gather a few children about her and show them the first wild flower and encourage them to learn more about it from nature and from books. That subject should be "chosen which will make the strongest appeal and hold the interest of the greatest number of children." The story telling should be done by the children's librarian and her assistants, not by outsiders.

Story hour. E. Lyman. Wis. Lib. Bul. 1: 4-6. Ja. '05.

"The inauguration of the story hour is but the grasping of an opportunity, first of all to give keenest joy to the child, and at the same time to set his standard for judging the value of other stories by those he hears, to give him a love for beautiful form, to introduce him to books he might never choose for himself and to bind him to the friend who tells him stories, so that he will feel a confidence in her suggestions. Before choosing our stories for telling it will be well to remind ourselves of our purpose in telling stories, namely, to give familiarity with good English, to cultivate the imagination, to develop the sympathy, and to give a clear impression of moral truth. With this purpose in mind we shall gather our children into groups whose ages are near, and will be reached by the same tales. We must be methodical in this as in all our library work, and have our campaign well planned before we begin."

Story hour. M. Ely. Children's Library.
Ohio State Lib. 6-7.

"One of the greatest blessings of the story hour is the change that it works in the children's attitude toward the librarian and the library. The library is no longer simply a place where they go for books, get the books and leave as quickly as possible. They feel that they know the librarian who tells them stories."

Story hour. Annual rept. Washington free library, Hagerstown, Maryland. 1907-8. p. 23-6.

A list of the subjects used for the story hour throughout the year.

Story hour at Pratt institute free library.
A. C. Moore. Lib. J. 30: 204-11. Ap. '05.

Stories about customs of festival days or days of special significance are good and the impression can be deepened by picture bulletins and exhibitions of pictures. Halloween, Election day, Thanksgiving day, Christmas, Lincoln's and Washington's birthdays, St. Patrick's day, and May day were chosen as a basis for stories. "I want to feel at home always in my children's room; I never like to put anything into it which does not seem to belong there; I do not like to have anything going on in the room which would make me feel ill at ease, as a child or as a grown person. . . . There are certain practical details which seem essential to the institution of a

successful story hour. Like every other form of work it requires clear definition of purpose and plan and careful organization of method, however simple the method may be. Next in importance to securing the right person to tell a story is the formation of the right kind of a group to listen to it. The group for our story hour has been formed in three different ways. The first is by age, making three divisions, four to eight years; eight years to eleven or twelve years; and twelve to sixteen years. . . . A second method is by school grade; this we adopted in connection with the lectures. The third is on the basis of special interest in the subject, as in the case of Mr. Beard's story hour when the attendance was limited to boys who had used his books, and again in the case of the dog stories, when the boys and girls who owned dogs were especially favored. . . . The first essential is that some one shall believe in it heart and soul, and since the way to that belief lies far back in childhood, there is no alternative but to get back into one's own childhood; the next step is to muster all one's resources and prepare to make them tell toward the desired object; and finally, to take all the things one is unable to do personally, find people who can do them, and so order the work that it will seem an easy and pleasant thing to come into it as a story-teller."

Story hour in libraries. H. U. Price. Pub. Lib. 12: 347-9. N. '07.

"In inaugurating a story hour it is generally wise to begin with stories which you feel sure will interest the children at once, preferably the old, old folk-lore tales. Later you may wish to use the Norse legends, the Greek stories, the Arthurian cycle, the Charlemagne tales, the Robin Hood stories and the tales from Shakespeare, devoting a winter to each cycle. In learning your story read it over many times, then tell it aloud." The first of November is a good time to begin this work; then close by the first of April. Twenty children is an ideal group. "More than 50 at one time is a dangerous experiment. The personal comfort of the children and the proper ventilation of the room are important factors in the success of the afternoon."

Story hour symposium. Minn. Pub. Lib. Com. Notes. 3: 114-5. D. '11.

Story tellers' league. World's Work. 16: 10413-4. Jl. '08.

"The Story tellers' league had its beginning during the summer of 1903 at the summer school of the South at the State university, Knoxville, Tenn. Out of the more than 2,000 teachers there, a group frequently met on the lawn at twilight to tell stories. These meetings had a serious purpose, but they were free and informal. The teachers sat on the grass, and each one told a story as she might feel disposed. . . . The attendance at these meetings grew from two dozen to two hundred and before the summer school closed a formal organization had been effected. The purpose of the league was to discover in the world's literature, in history, and in life the best stories for education and to tell them with love and sympathy for the children, and to bring together in story circles those who love to hear and tell a good story, the kindergarten teachers, teachers, church workers, children's librarians, and those whose hearts are afire with this work that they might impart its spirit to others. . . . Those who went out from the inspiration of those meetings were quick to seize upon its educational possibilities, and returning home organized their friends and pupils into local leagues for similar work and pleasure. . . . Now, there are dozens of such leagues reaching from New York to Texas. The interest the children take in the work reveals one of the greatest possibilities, for as a child likes to build a house with clay, sand, or wood, and in doing so educates himself, so he likes to take a word here and a phrase there and with voice and gesture build an ideal world, peopling it with life as he sees it. When a child or an adult retells

Story telling—Continued.

stories that they have heard or read, they show reflection, meditation, self-reliance, creation, growth. A story never really becomes your own until you tell it to someone else."

Story-telling. O. E. C. Lib. World. 13: 168-70. D. '10.

The idea of the story hour has not met with entire approval in England where such an activity is believed to be outside the province of the public library. "It is certain that if the child is given a free choice he will select for himself books which deal with legends, and the deeds which were done in the brave days of old. The librarian could stock his library with fairy tales, stories from mythology, stories of ancient heroes, daring alike in love and war, and even then he would not have sufficient to satisfy the craving of the normal child—at any rate, of the normal English child. Tales of the methods used by American librarians to awaken the interest of the child in the book, come to us across the waters and cause some astonishment, for the problem of the English librarian is not how to awaken an interest in the book—even in the right book—but how to satisfy the interest which exists."

Story telling—a public library method; reprinted from the proceedings of the Child conference for research and welfare (Worcester, Mass.), 1909. 3p. F. J. Olcott.

Story-telling in libraries. J: C. Dana. Pub. Lib. 13: 349-51. N. '08.

The writer contends that much of the time spent in the story hour could be more profitably used in instructing the teachers in the use of the library and in the knowledge of children's literature, and, if need be, in the art of story-telling.

Story telling in public libraries. L. C. Foucher. Story Hour. 1: 10-4. My.; Same cond. Pub. Lib. 14: 124-5. Ap. '09.

Story-telling in the Brooklyn public library. I. J. Duff. A. L. A. Bul. 3: 415-7. S. '09.

"Given ideal conditions, and a trained storyteller, with love, talent, and time for her work, we feel that the story hour offers opportunities not to be slighted. Under other conditions, we should say that there are other activities open to the library worker with children which would be likely to prove more profitable. In acquiring a thorough acquaintance with her books, in establishing a mothers' club such as that conducted by the East Liberty branch of the Carnegie library of Pittsburgh, in preparing book talks for the mothers' clubs of nearby kindergartens, in making herself better acquainted with schools, not only thru school visiting, but also thru familiarity with the syllabuses of various grades, in more extensive home visiting, and in closer co-operation with the manifold institutions for social betterment in the neighborhood of her library, the average children's librarian will find sufficient outlet for her energy and will accomplish the greatest good, to the greatest number, at the least cost."

Story-telling in the Carnegie library of Pittsburgh. A. I. Hazeltine. A. L. A. Bul. 3: 413-5. S. '09.

Story-telling in the Cleveland public library. R. Gymer. A. L. A. Bul. 3: 417-9. S. '09.

"The story hour must be wisely planned in its relation to the work as a whole. Over-enthusiastic persons who imagine that with a story hour a library must be doing good work with children have found that such

things as time and place should have been taken into consideration before organizing a story hour that proved a hindrance instead of a help. Order is the fundamental requisite of a library, and the story hour should be conducted in a manner to preserve order rather than to make it more difficult to maintain. If there is no room within easy access where the story may be told, if the library occupies restricted quarters and it is impossible to arrange to have the children come when the library is closed to adults, it is far better to do without a story hour altogether and to depend upon individual work in directing the children's reading."

Story-telling in the New York public library. A. C. Moore. A. L. A. Bul. 3: 410-3. S. '09.

"Forming an estimate of the practical results of the story-telling in the New York public library during these introductory years, I would give first place to its effects upon the work of the assistants and of the supervisor. Any form of work that takes assistants out of ruts and sets them to reading and thinking, and talking over what they read in a natural manner is worth considering. I believe that it should be considered first, because the full value of a story told to children can come only thru the intellectual appreciation of the story by the person who tells it and a quick perception of its effect upon those who listen to it. The second result I would consider to be the increased sense of pleasure in the children's room, and in the selection of their books on the part of the children, and the beginnings of a real effect upon the taste in reading. The last point is best illustrated by the groups of older boys and girls to whom stories have been told regularly. The third and last result is the interest aroused, both inside the library and outside, among library assistants and their families; children and their parents; school principals and teachers; social workers; and people in general."

Story telling traveling libraries. Ia. Lib. Q. 6: 156. Ap. '11.

The Iowa library commission has added a story telling library to its traveling library collection. The collection consists of the best books for story tellers and is accompanied by a program for a series of story hours.

Suggestions for five minute stories. E. L. Power. Ia. Lib. Q. 5: 72-3, 88-90. Ja., Ap. '06.

Telling stories to children. M. G. Quigley. Pub. Lib. 10: 351-3. Jl. '05.

"The primary object of story-telling to children is to develop their imagination, cultivate a taste for good literature and direct them to those books which they would not otherwise read if left to themselves. Any story that is worth telling is worthy of good preparation. . . . Know the story so thoroughly and be so interested in it that you forget time and place. It is best, however to confine the time to 20 minutes, and not longer than 30 minutes. It is better, too, if you can, not to have more than 25 or 30 children in the group. . . . Much of the success of the story lies in its informality. . . . To be effective, the story should always be told, never read."

Telling stories to children. T. Hitchler. Pub. Lib. 12: 89-91. Mr. '07.

A story told to tempt the curiosity of the children is related.

Useful books on story telling. Vermont Lib. Com. Bul. 6, no. 2: 5. S. '10.

What stories shall we tell to children? H. Rhodes. Il. Ladies' H. J. 26: 26. Ap. '09.

The ending of a story should be carefully considered. The Pled piper of Hamelin is un-

Story telling —Continued.

suitable because innocent children were lured, through music, from home and parents, and were not returned—a sad and unjust ending. Nonsense stories have their place in education. Story telling in libraries is a means of directing children's reading.

Work with children and schools in the Portland, Oregon, public library. H. E. Hassler. Lib. J. 30: 214-5. Ap. '05.

"For Labor day it was decided to bring forward some phase of the world's work, and the textiles were chosen. Around the great fireplace in the children's room was arranged a set of bulletins illustrating by means of simply worded descriptions, and the actual specimens of the materials in various stages, the processes employed in reducing wool on the pelt and flax in the strand to worsted goods and to linen thread. The silk bulletin included the seed-like eggs, various stages of the silk worm itself, the chrysalis, the cocoon and different stages of the silk. A quaint spinning wheel was used during the story-hour and the children seemed much interested in it. The third grade teachers of our city schools, who were about to take up the subject of clothing in their home geography classes became interested in the exhibit, and at their request the textile stories were repeated to about forty of them who came to the children's room one evening. Subsequently nearly every one of these teachers made arrangements to bring their classes to the room during school hours, for the textile stories. These classes contain from 12 to 85 children, and resulted in many new members for the children's department. It was at that time that the teachers began to ask for application blanks to distribute among their pupils, and to encourage them to join the library. . . . In the autumn of 1903, a series of Greek stories was begun on Friday afternoons. . . . With the beginning of 1904, the biographical calendar was introduced and story hours were held on from four to six birthdays each month. The subjects ranged from Julius Caesar to Edward the Seventh; from Michaelangelo to Miss Alcott, and in no way interfered with the Greek stories. . . . The soldier story hour has been based on Creasy's Fifteen decisive battles and illustrated by an elaborate set of bulletins on the ancient, the mediaeval and the modern soldier. . . . Some old Springfield rifles have been loaned us and are stacked near the bulletin, and the sabres which are crossed on the bunting draped mantle add to the military effect."

Subject classification, Brown's. See **Classification**—Brown's Subject classification.

Subject headings.

See also **Cataloging**; **Catalogs**; **Indexing**.

A. L. A. subject headings. E. Crawford. Pub. Lib. 12: 312-5, 343-4, 383-5. O.-D.; Same. Lib. J. 32: 435-6, 500-1, 560-1. O.-D. '07.

Open letter by the editor of the A. L. A. List of subject headings asking for suggestions and detailed information on subject headings.

Australian cataloging. Lib. Work. 1: 69-70. Mr. '07.

Headings and subheadings for the Index to the federal statutes; prepared by the law library; draft of a classification prepared for the approval of the judiciary committees of congress under act of congress, approved June 30, 1906, and submitted for the criticism of all who have occasion to use the indexes to the federal statutes. U. S. Library of congress. Q. iii, 3-797p. pa. \$1.25. '06. Supt. of doc.

List of subject headings for use in dictionary catalogs; ed. by M. J. Briggs. 3d ed. 398p. \$2.50. '11. A. L. A.

Subject-headings. Lib. J. 31: C236-7. Ag. '06.

Subject headings. Pub. Lib. 12: 136-9. Ap. '07.

A consideration of the proposed revision of the A. L. A. list of subject headings.

Subject headings. H. R. Mead. Lib. J. 35: 505. N. '10.

The feasibility of showing which are the latest books on a subject and which the best books is discussed. Zoology—Best books is cited as a model for a subject heading.

Subject headings for state documents. A. R. Hasse. Lib. J. 31: C123-6. Ag. '06.

Miss Hasse raises the question of duplication of entries especially in regard to documents relating to law. In the case of treaties and arbitration tribunals she recommends merging author and subject entries. For example she would abandon author entries for all treaties and concentrate all material under Treaties in a dictionary catalog, or under International law. Treaties, in a classified catalog. The arrangement would be first "general collections then collections by country, and then single treaties in chronological order." There should then be "references from Country. Treaties, from personal compilers and from popular name of treaty." The text and the literature about a treaty should be kept together. In the same way arbitration proceedings might be entered under Boundaries. International disputes; Fisheries. International disputes, etc. with cross references.

Subject headings in dictionary catalogs. W: W. Bishop. Lib. J. 31: C113-23. Ag. '06.

The end in view in subject catalog work should be rapid and easy consultation of the catalog by the user. This can be secured only by the most careful planning, by having a well laid out policy and sticking to it. "The one essential for securing continuity and correctness in subject work is definition of the subject heading combined with sharp directions as to its use in the library's practice." Encyclopedias are of great value in choosing subject headings, which should be specific and not general. General headings should only be used for general treatises. Because it is easier to use general than specific headings, constant vigilance must be exercised in this direction. Form divisions when thoroly made and kept up to date are a great help in reference work. Classification of fiction as U. S. History, Civil war, Fiction, is often a great help. Books may often be considered from the viewpoint of the country described and also from that of the subject treated, as for instance a work on the geology of Texas. Mr. Bishop advocates restricting the entries under a country or region to topics which have only a local interest. He would make the entry for the above work under Geology, thus following the practice of the British museum and the Library of congress. Then consistently the national adjective must be cut out and instead of having French art we would have Art. France, tho French literature and French language had better be retained. The practice of encyclopedias is against extensive use of the national adjective. Despite its convenience inversion of headings is a pernicious practice. Geographical terms have to be defined, as America, for example. What does it include? Again there are difficulties about regions which have ceased to represent present political conditions, as Poland. There should be a well defined policy in using ancient geographical designations which have no modern equivalents. It is better to make carefully worded explanations than

Subject headings—Continued.

to use "see also" references tho probably they cannot be wholly eliminated from the catalog. Indefinite headings such as "the west" should be avoided. "The catalog must either distinguish books whose value for the subject is purely historical, or it must arrange its cards chronologically (by author) putting the latest works first. . . . In formal political history and in economic history as well the sources should certainly be distinguished from the recent treatises. . . . Revision and coordination of subject headings should be definitely assigned to one person." The chief reference librarian should be in constant touch with the cataloger who settles on the subject headings. "An up-to-date list of subjects with adequate definitions kept on cards, is an absolute necessity in a well-ordered catalog department."

Subscription books.

See also Book buying.

Wisdom and economy of buying of subscription agents. P. B. Wright. Pub. Lib. 13: 166-7. My. '08.

Shun the subscription book agent as a rule. Of course many books published on the subscription plan should be in every library, but if the library waits awhile they may be obtained at greatly reduced prices.

Subscription libraries.

Brief note on an experiment in connection with a subscription library. S. Smith. Lib. Assn. Rec. 10: 19-23. Ja. '08.

At Sheffield, England, the difficult problem of supplying the public with the latest and best books has been partially solved by subscribing for one hundred volumes of high-class books—not fiction—for an annual payment of £35. "The books are interchangeable at any period, in any quantities, carriage paid both ways, and we have always a hundred volumes at our disposal. These are entered in a special stock-book, and a separate issue register is also kept." The library made these arrangements with W. H. Smith and Son, Ltd. "The books are available to all borrowers without distinction or favoritism, and as the borrowers' tickets can be used at any library, the books circulate just as freely among the readers at the branches as they do at the central where they are displayed in a special book case on the lending library counter." The plan allows of the personal inspection of books before purchase and brings to the library many citizens who are readers of high-class books. Many of the books are purchased instead of returned.

Subscription library and the state. N. Y. Libraries. 1: 226-8. Jl. '09.

State authorities are concerned with the establishment of free public libraries. Subscription libraries are essentially private affairs, and state library officials can have no more to do with them than with the private library of an individual. There is no room for doubt that a free public library is of more service to a community than a subscription library.

Summer school certificates.

Report of the committee on summer school certificates, 1908. A. L. A. Bul. 2: 311-2. S. '08.

Sunday opening.

Development of the Sunday library. J. C. Moffet. World To-Day. 11: 1216-8. N. '06; Same. Lib. J. 32: 112-3. Mr. '07.

The tendency among libraries is unmistakably toward Sunday opening and toward longer hours of opening on that day. Very few libraries issue books on Sundays.

Open on Sundays. Wis. Lib. Bul. 4: 42. Mr. '08.

Two employers of labor in Beloit inaugurated the experiment of Sunday opening, sacrificing their own leisure in order that their working people might have access to the library on the only day when they could visit it. These employers considered the Sunday opening a great success.

Statements from college librarians, who, while not having Sunday opening, favor it. A. L. A. Bul. 1: 266-7. Jl. '07.

Sunday and holiday opening. Lib. J. 32: 103-7. Mr. '07.

Statements are given by eleven large libraries concerning the need for opening on Sundays and holidays and the results of such opening. Philadelphia alone opposes Sunday opening. The reports show that the different parts of large cities differ in their needs. "Boston and Brooklyn, and in part New York, issue books for home use on Sundays. All the others are open for reading and reference only. . . . Opening all day on Sunday seems generally to be considered unnecessary." The expense of Sunday opening is a very serious problem. "Theoretically very few librarians object to opening a library as many hours of every day in the year as people want it open, but with funds that are always limited and with constantly growing demands for increase in salaries, in book funds, and indeed in almost everything, the question of hours becomes one of practicability or expediency." With one exception the eleven librarians reporting on it believe Sunday opening desirable and feasible. In general the service is volunteered and extra pay is given, tho sometimes the evening staff take care of the Sunday and holiday work.

Sunday opening. Mrs. A. A. Lamb. Minn. Pub. Lib. Notes. 9: 32-3. D. '06.

At Litchfield, Minn., Sunday opening has proved successful. Books are not given out for circulation, and the library is open only in the afternoon. In some libraries the trustees take charge on Sunday, in others the women's clubs do the work on that day.

Sunday opening in Vermont. Vermont Lib. Com. 3: 5-6. Mr. '08.

The experiment of Sunday opening has proved successful in the four libraries which report on it.

Sunday opening of free libraries. A. C. Shaw. Lib. Assn. Rec. 8: 79-88. Mr. '06.

The Birmingham, England, library has been opened on Sundays from 3 till 9 p. m., since 1872. "In 1873 the average issue on Sundays was 273, in 1883 the issue had grown to 588, in 1893 it was 424, and in 1903-4 it has increased to 1,002." In 1902 a wing of the lending library was opened for boys who come principally to look at the illustrated papers. Though they do not read much they are certainly better employed there than they would be in running the streets. Artisans and shopmen are more numerous in proportion on Sundays than on week days. Figures show "the reading on Sundays is of a more recreative and less studious character than in the week." "When we remember the kind of homes in which some of our fellow-citizens live, when we remember too the numbers of young men away from home influences who are resident in great cities, it seems to me that libraries in providing them on Sundays with a place to read in, and books to read are doing what may well be called a noble work." "The question to be considered is not now so much 'Is it right' or 'Is it wrong,' but is the use likely to be made of the library on Sunday commensurate with its cost. . . . In the case of a library whose resources are already absorbed to the last

Sunday opening—Continued.

penny, it would be unwise to incur the additional expense entailed by Sunday opening. . . . In all great centres of population Sunday opening is desirable, and the library is scarcely doing its full work unless some such provision is made."

Sunday opening of libraries; symposium. Lib. Assn. Rec. 7: 580-4. N. '95.

Sunday school libraries.

Reading list on the extension of the public library, with notes. News Notes of Cal. Lib. 3: 133-4. Ap. '08.

Sunday schools and libraries.

Public library as an aid in Sunday school work. Lib. J. 31: 717-8. O. '06.

In Grand Rapids, Mich., the library sends word to the ministers that it is ready to prepare lists of books helpful in studying the Sunday school lessons, and invites co-operation by the teachers.

T**Tariff.**

Duty-free importation by college and incorporated libraries. Lib. J. 32: 502-4. N. '07.

Resolutions with regard to the proposed tariff on books. Lib. J. 34: 14. Ja. '09.

Tariff on books. Pub. Lib. 14: 58-9. F. '09.

The trustees of the New York public library have entered a protest against the "proposal of the New York typhothetæ to raise the tariff on books, and lessen the free list allowed to libraries."

Tax for libraries.

See also State aid to libraries.

Basis of support of organizations for public library work. F. F. Hopper. Pub. Lib. 16: 238-44. Je. '11; Same. A. L. A. Bul. 5: 148-54. Jl. '11; Same cond. Lib. J. 36: 406-10. Ag. '11.

The author proposes a dual system of taxation for library purposes, viz., a state tax to be used in supporting a central library system, consisting of a commission and state library which shall aid all libraries in the state; and a county tax to meet estimated expenses of individual libraries in each county.

Basis of taxation for public libraries. J. H. Canfield. Lib. J. 31: C36-40. Ag. '06.

The public library as well as the public school is an integral part of one great system of public and free education and as such the tax for it "must be defended upon precisely the same grounds as we defend the tax for the public schools."

Beginnings of public libraries supported by taxation. M. C. Dyer. Pub. Lib. 10: 458-60. N. '05.

How the rate limit affects the public libraries of the smaller towns. W. J. Willcock. Lib. Assn. Rec. 10: 153-61. Ap. '08.

"The act of 1855 provided that the library rate should not exceed one penny in the pound,

and although a period of fifty-two years has passed since then, the library rate remains the same, except in a few instances where some of the richer corporations have obtained powers to levy more under special acts. . . . Of late the work of the public libraries throuth the country has spread in directions which were not even thought of twenty or thirty years ago. Now they work in conjunction with the elementary schools, administer school libraries, provide children's reading-rooms, organise lectures, either of their own or in connection with the University extension society, co-operate in many instances with the national home-reading union, and form valuable technical and special collections. All of these, it may be noted, are additions to the ordinary lending library and news-room work. In libraries where most, or all, of the above are in operation the financial resources are taxed to the utmost to make both ends meet, and to carry out efficiently the work of the library in all departments. . . . The demands upon the resources of the library are increasing daily. Yet the wherewithal to supply the demands is stationary" notwithstanding the fact that the numerous Carnegie buildings take a far larger share of the library income for their maintenance than the old buildings did. "The second danger which threatens further to curtail and cripple the progress of the public library is the liability to be rated."

Logic of library tax. N. Y. Libraries. 1: 186-7. Ja. '09.

Procedure in obtaining extension of rating power for public library purposes. S. A. Pitt. Lib. World. 13: 368-9. Je. '11.

Why the free library should be supported by public tax. N. Y. Libraries. 1: 84. Ap. '08.

"(1) Such a tax puts the library on the right basis as a public institution. . . . (2) The state as a whole raises money by taxation for the aid and encouragement of libraries and thus establishes the library tax as a state policy. It is an anomaly that a village should receive the aid of a state tax for its library while refusing a local tax. . . . (3) The library supported by local taxation ceases to be a charity, contributed by the few to the many, and becomes the right and property of all. . . . (4) Taxation is the easiest and fairest way to raise the needed money. . . . (5) It adds dignity to the library and increases the respect in which it is held. . . . (6) A stated tax, yielding a known and fixed income, enables the trustees to pursue a consistent and stable plan for library development, such as is impossible where the income is dependent on fluctuating impulse or effort. (7) There is no village tax levied from which the people can get so large a return for so little money."

Taxation of libraries and museums.

Exemption of public libraries and museums from rates and taxes. H. W. Fovargue. Lib. Assn. Rec. 10: 103-10. Mr. '08.

"The following requirements must be satisfied to entitle any building to exemption under this clause: (1) It must be the property of a literary or scientific institution, and be used solely for the purposes of such institution; (2) it must be free, i.e., no charge is to be made for any instruction; (3) it must not be occupied by any officer of the institution, nor by any person paying rent for the same."

Teachers and libraries. See Libraries and schools; Pedagogical libraries.

Technical literature.

See also *Agricultural literature; International catalogue of scientific literature; Libraries, Use of by the public; Scientific literature; Special libraries; Trade catalogs; Workingmen and the library.*

Advantages of the public library to the technical man. C. W. Whitney. Kansas City Pub. Lib. Quar. 7: 3-6. Ja. '07.

"It is the province of the library to supply to the students of technology, through books, instruction in the various branches of technology which cannot be obtained in the schools of technology, in the shops nor in offices." The library should also supply "books for the beginner, as well as the advanced works for the theoretical student. . . . The librarian may not always be the best judge as to the selection of technical and special scientific works." In that case he should consult with an expert on the subject. He should also consult catalogs on science.

Aids to the technical and industrial worker—a beginning. G: H. Evans. Lib. J. 34: 100-3. Mr. '09.

The idea of the technical library is to help a "poor workman to become a good workman, a good workman to become a master of his craft." Its mission is particularly to those who must learn by doing and have no time to attend technical schools, though it may be of service to the trained worker also. The selection of books for such a library is difficult. "The first and most useful help was found in the Preliminary report of the committee on technical books for libraries of the Society for the promotion of engineering education, which includes, broadly speaking, engineering, electricity, chemistry, transportation, building, and mining in their different applications. These books are carefully graded according to their nature and difficulty into four classes." Lists from the libraries of Pratt Institute, Braddock, Duquesne, Springfield and Providence also were useful. After collecting the books, people must be taught that such books are to be had, and how to use them.

Bibliographical aids to the use of the current literature of science. C. J. Barr. A. L. A. Bul. 1: 129-32. Jl. '07.

Criteria for selection of technical literature. E. F. Stevens. A. L. A. Bul. 3: 259-62. S. '09.

As aids in selection buying lists published in technical magazines or by libraries are available. These include "a \$500 technical library in Technical literature, now Engineering digest, June, 1907; a Select bibliography of technical chemistry in Chemical engineer, December, 1908; a Review of the literature of reinforced concrete, reprinted from Engineering digest, by the Engineering news, with added list of current books on cement, concrete, lime, &c.; . . . and Some industrial arts books of popular use in the public library of St. Joseph, Mo., which was printed in the A. L. A. Book-list, February, 1908, with those titles starred which had been in greatest demand by readers. There is a List of practical books on electricity, machine-shop practice, foundry practice, etc." Louisville free public library, 1909; and very similar to it, the List of practical books on machine-shop practice, foundry work and electricity, published by the Library association of Portland (Ore.), 1909."

Current literature references on public utilities, etc.: construction, operation, finance for the year 1908. 168p. Library of Stone and Webster.

This is a classified index to about one hundred periodicals, most of which are not indexed elsewhere. It includes a detailed outline of the

classification, and a subject index. It is concerned chiefly with civil, electrical and mechanical engineering, mining, metallurgy and transportation.

Difficulties in the selection of scientific and technical books. E. A. Savage. Lib. Assn. Rec. 10: 162-74. Ap. '08.

Notes on this article are given under the heading Book selection.

How shall the library help the working man? A. L. Bailey. Lib. J. 32: 198-201. My. '07.

"Technical books should cover as fully as possible the industries of the locality." They should be up-to-date. An out-of-date technical book may do positive harm. "Duplicate as much as possible, especially books for beginners." Be sure to have books on the standard trades such as carpentry, brick-laying, etc. and do not neglect a few of the latest books on the less important industries. A collection of trade catalogs is very valuable. Subscribe for as many technical periodicals as you can afford. In addition to fulfilling their particular mission they will aid you in the selection of books. Put into this collection every cent you can spare even if you have to retrench on fiction.

Indexing of technical information. Technical Lit. 1: 65-6. F. '07.

Industrial literature and the industrial public at the Pratt institute free library. E: F. Stevens. Lib. J. 34: 95-9. Mr. '09.

Public libraries, in general, have not built up technical collections. A growing need for such books on the part of apprentices, mechanics, young engineers and all sorts of practical men demands the attention of librarians. The Applied science room at the Pratt Institute library has an increasing and devoted patronage. The field of knowledge covered by the books is broad, including everything that is required by the environment of the library. Periodicals, patent office publications, trade catalogs, etc., are indispensable in such a library. Manufacturers have been found willing to answer questions on points outside of published literature.

Library and the mechanic. P. B. Wright. Lib. J. 34: 532-8. D. '09.

Notes on this article are given under the heading Workingmen and the library.

Library in relation to special classes of readers: supply and use of technological books. H. W. Craver. Lib. J. 31: C72-5. Ag. '06.

The selection of technical books is made easier by consulting the reviews in technical periodicals, and by knowing which firms publish reliable works as a rule. "The special trial of the technology librarian is the rapidity with which his collection ages to the point of uselessness. In five or ten years his good working collection no longer represents actual practice, and he finds its usefulness vanishing. . . . Constant buying is necessary, not only of good new books, but also of new editions of old standards. . . . Size means little in a technological collection, modernity means much. . . . It is necessary to have books of a rudimentary nature as well as the best books. . . . In addition to books a collection of periodicals is of the utmost importance."

Place of the library in technical education. A. B. Kroeger. Lib. J. 30: 393-9. Jl. '05.

In large cities "special [technical] libraries are necessary for the same reason that special law, medical and historical libraries are necessary. They are for the specialist whose work demands facilities for research. They are main-

Technical literature—Continued.

ly reference libraries, and do not meet the needs of the student who must use his books at home. They contain the transactions and reports of societies and technical periodicals which constitute a large portion of the essentials for advanced study. . . . A public library can add to the strength of its technical department by collecting trade catalogs of firms. Most of these may be had free of charge. . . . The Providence public library has 499 catalogs on its shelves. The collection of trade catalogs in the Astor branch of the New York public library now includes over 30,000 pieces."

Plea for an international catalog of technological literature. F: J. Teggart. Pub. Lib. 10: 114-5. Mr. '05.

Pratt institute free library; its department of technical literature. F: F. Stevens. il. Eng. Digest. 3: 187-8. F. '08.

At Pratt Institute library the largest room on the main floor is reserved as a reading and reference room for people interested in engineering and the trades. "In open cases along the walls are shelved within easy reach a select library of books chosen as most recent and authoritative in their respective fields. . . . An author and subject catalog of all books in the useful arts and related sciences in the entire library, printed indexes and bibliographies are in constant use."

Public library and technical education. W. R. Nursey. Ontario. Education dept. Report on public libraries, etc. 1910: 545-9.

An investigation in Ontario showed that in five years, from five towns, \$262,000 was paid out by local artisans to correspondence schools in the United States. These facts were taken under consideration by the Department of education and the Inspector of public libraries. "It was felt that the library was but in part fulfilling its mission in only catering to the wants of the ordinary reading public; that another field of endeavor was open for practical exploit, and that the library should at least contribute its quota of support in the extension of its many facilities for imparting knowledge in the special work of providing vocational reading and technical instruction for the local artisan. It was manifest that the time was at hand, and the opportunity had arisen, when the library might become the 'people's university' in fact a 'continuation school' for the industrial class who had in many instances no other home channel through which they might acquire specific knowledge so sorely needed." It was realized that technical schools could reach only a small part of the working population. "With a view of utilizing the public library, whose possibilities in this direction are self-evident, a recommendation was made by the Inspector of public libraries last year for the setting apart of \$1,000 out of the appropriation for travelling libraries, for the purchase of selected books for 'special technical libraries' for the purpose referred to. It was pointed out that the books published by private enterprise in the United States and elsewhere were, though included in the fees for tuition, sold to students at a very high price, the examinations being conducted by correspondence, the minimum charge for a course of study and diploma being \$50, but in many instances reaching \$100. Attention was drawn to the fact that industrial competition was becoming keener all along the line, that the unskilled and inefficient workmen were being driven from the field, and as the future prosperity and development of industrial Canada depended upon the expertness of the artisan class, every possible home facility should be extended the ambitious worker, the question of whose ambition has been settled by his willing payment of hundreds of thousands of dollars to foreign correspondence schools. It was contended that an attempt at least might be made to meet the

artisan's desire for further instruction along individual vocational lines, through the medium of selected technical books that would supplement those in the local library, and not be kept under lock and key for reference, but circulated for study purposes, to be taken by the artisan to his own home." It was hoped that if the plan proved a success the Department of education might see its way to provide oral instruction and perhaps in time work out courses for which a diploma could be granted. As soon as the plan was announced by the Inspector twenty six libraries sent in lists of the industries located in their districts. Collections of the best books on each subject were sent out to the libraries, with a classified catalog accompanying each. Stereoscopic views illustrating industrial processes were also included. To insure success it is necessary to get the announcement of the library's new resources to the workmen. Thru the cooperation of employers, lists are posted in factories, or are inserted into the pay envelopes. The plan of giving instruction orally or by correspondence has not yet been tried. "The results so far of the circulation of the technical libraries by this branch of the Department of education in the manner as previously described, have fully realized expectations. It has been shown that the artisans and other classes of workers have not been slow to profit by the opportunity extended. In two instances where the libraries had to be recalled orders were placed for copies of each of the several books by a corresponding number of persons who had read the same. Books were readily borrowed by the mill, factory and workshop hands and studiously perused. Judging by reports received up to the present time of the results of what is but an experiment in its earliest experimental stage, it is believed that the departure will more than justify the efforts that have been made. The results would seem to warrant the recognition of a new era and field of usefulness for the public library."

Public library and the mechanic. T: L. Smith. Pub. Lib. 15: 6-10. Ja. '10.

Notes on this article are given under the heading Workingmen and the library.

Public library service to mechanics. Pub. Lib. 15: 10-1. Ja. '10.

Published general indexes of technical literature; bibliography. Special Lib. 2: 70-1. S. '11.

Referencing of engineering literature. A. L. Menzin. Eng. Rec. 61: 142-3. Ja. 29, '10.

Notes on this article are given under the heading Indexing.

Relation of the public library to technical education. S: H. Ranck. Ontario Lib. Assn. Proceedings. 1911: 83-91; Same. Lib. J. 36: 279-85. Je. '11.

The librarian of the Grand Rapids public library shows what can be done toward meeting the special needs of a community. Grand Rapids is practically a city of one industry—the manufacture of furniture. In the days of cheap lumber the industry was concerned only with turning out of a cheap product, but as the local lumber supply decreased, it was realized by the manufacturers that the future of their business would depend upon the quality of their output, and increasing attention to the skill of the workmen became necessary. It was to meet this need for increased skill that the library began to build up its collection of books on furniture and industrial arts. The first great purchase for the collection was that of the entire exhibition of the French book trade at the St. Louis exposition on furniture and allied arts. These books consist of fundamental works for the designer and woodcarver and are used mainly by the designers and specialists from the factories and by ambitious

Technical literature—Continued.

young men who hope to fit themselves for higher positions. The library made its beginning with works of this character but has been building up at the same time a collection for the practical worker. Some difficulty is experienced in finding technical books adapted to the needs and capacities of average workmen. Too many of them, written by college professors, are adapted only for use in higher technical schools. The makers of books for correspondence schools understand the problem better. In interesting men in technical literature, periodicals are found to be of most value. Free lectures might be a valuable means of making known the possibilities of the library, but a difficulty similar to that of the finding of suitable books is experienced. It is almost impossible to find lecturers of the type, of which Huxley was the supreme example, who possess the requisite technical knowledge and at the same time the ability to meet an audience of working men on the right level. The library makes an effort to come into immediate touch with the boys and girls who leave school to go to work. A list with addresses is sent by the principal of the school, and the library gets into communication with them. While the library has made a beginning, the writer of this paper feels that it is only a very small beginning in comparison with the vastness of the field which he sees before him. For to him the mere increasing of industrial efficiency is not the task which his library has set for itself, for "back of our industries, and more important than our industries, are men, and it is not great factories, commerce, money and all that, that brings happiness to the individual or greatness to the state."

Representation of science and technology in public libraries. E. A. Savage. Lib. World. 12: 1-4, 46-8. Jl.-Ag. '09.

Books rapidly become obsolete, but the library is a school. Its business is to teach. It is therefore necessary that scientific and technical collections be kept up for the student. Only large libraries can maintain these departments for specialists. The student collection should cover the subject broadly, but should embrace books of varying difficulty.

Revised list of technical books suitable for public, industrial and school libraries, and for both general and technical readers. Prepared by a committee of the Society for the promotion of engineering education. D. 64p. n.p. '06. McClurg.

In 1901 a committee was appointed by the Society for the promotion of engineering education to prepare a list of scientific and technical books as an aid to librarians. The committee submitted a report in 1903, and this list has been revised in the present year, 1906.

Science reference room. Sci. Am. 95: 486. D. 29, '06.

Notes on this article are given under the heading Reference department.

Selection of technical books and periodicals. H. Frost. A. L. A. Bul. 4: 663-6. S. '10.

Notes on this article are given under the heading Book selection.

Significance of public libraries for the technical education of our people. Boekzaal. 5: 111-26, 167-78. Ap.-My. '11.

Report of the session of Library association of the Netherlands, preceded by letters from librarians. "Five minutes in the library," exclaimed a delighted young fellow, "are twenty-five guilders in my pocket-book."

Some suggestions on the classification of technology. Lib. Asst. 7: 146-8. My. '10.

Technical books of 1908. E. F. Stevens. 30p. Pratt institute free library, Brooklyn, N. Y.

A classified and annotated list.

Technical books of 1909: a selection. Pratt institute free library. Brooklyn.

Technical department of the Free public library of Newark, N. J. W. B. Morningstern. Lib. J. 34: 104-6. Mr. '09.

In the Newark library, the inauguration of a technical collection was described in a leaflet which was "mailed to manufacturers throughout the city with a request to post for their workmen to read and with a suggestion that the library would be glad to furnish extra copies for distribution if they would do so. A number of replies were received to this leaflet and 500 copies distributed through interested manufacturers, and replies are still coming to the library acknowledging its receipt and asking for copies for distribution." The collection is persistently and extensively advertised in the newspapers. One of the eight monthly mimeographed bulletins is the applied arts bulletin.

Technical education and public libraries in England. J. D. Stewart. Pub. Lib. 10: 455-7. N. '05.

"There are now about 330 technical schools in England, and nearly 100 of them are connected with public libraries, though not necessarily under the administration of the library authority. The necessity of this connection between the library and the technical school, the school of science and art, the polytechnic, or any other such educational agency, has been proved beyond cavil: without the library the others are sadly lacking and incomplete, and cannot obtain nearly such good results as where the two departments are coordinated. . . . A public library, with carefully selected books of reference, bearing on the subjects taught in the technical school, as well as on all the industries carried on in the neighborhood, is an indispensable condition to the success of the technical school."

Technical libraries. H: V. Hopwood. Lib. Asst. 5: 270-4. My. '07.

The wants of students in elementary courses of technical study are easily met by the regulation text-books. But the higher student, the investigator, the inventor must be assisted in research work. "The municipal library cannot afford storage room for works which are seldom consulted; and its function must be, in the nature of things so far as technology is concerned, to keep available for lending or for current reference, such books and those only, which are in frequent request, keeping this collection up to date, weeding the stale books out, and 'collecting' only on some specific industry which should preferably have a local interest." In deposit libraries such as the Patent office for technology, the National art museum for art or Shoreditch for furniture there is a very different function to perform. In these libraries all literature should be stored and available for consultation. To supplement these two classes of libraries there should be central stores from which both kinds of libraries may draw books to loan to their patrons. This would then necessitate a central catalog.

Technical literature abstracts and information bureau work in the library United gas improvement company. J. N. Morton. Special Lib. 2: 68-9. S. '11; Excerpts. Engineering Rec. 64: 398. S. 30, '11.

Notes on this article are given under the heading Special libraries.

Technical literature—Continued.

Technical magazines containing book reviews. J. L. Wheeler. Special Lib. 1: 47-8. Je. '10.

Technical work in public libraries: the library and industrial workers in Canada. T. W. H. Leavitt. Ontario Lib. Assn. Proceedings, 1909: 36-46.

Notes on this article are given under the heading Workingmen and the library.

Technology notes and references. J. L. Wheeler. Special Lib. 1: 51-4. S. '10.

Trade catalogs in public libraries. C. C. Houghton. Pub. Lib. 15: 275-8. Jl. '10.

Notes on this article given under the heading Trade catalogs.

Use of industrial collections at the Providence public library. E. Garvin. Lib. J. 31: C76-8. Ag. '06.

In the Providence library the "classes best represented are textiles, electricity and its applications, machinery, mechanics and jewelry design, and general books of flower and animal design," for these supply the books most useful to the manufacturing industries carried on in Providence. The library contains full sets of proceedings of engineering societies, 589 industrial trade catalogs, a set of the United States patent office gazette, the bulletins of the United States department of agriculture, etc.

Use of scientific and technical books. C. H. Brown. A. L. A. Bul. 1: 163-5. Jl. '07.

Comments on this article may be found under the heading Libraries, Use of by the public.

Useful arts and the public library. C. Si. as. Ia. Lib. Q. 5: 247-9. O. '08.

The public library at Waterloo, Ia., instituted a free lecture course on technical subjects such as concrete and its uses, sheet metal working, the pure food law, etc. The books bearing on each subject were collected, purchased if necessary, before each lecture. Men who never entered the library before became patrons. A list of books on technical subjects is appended.

Useful arts department of the Washington public library. J. L. Wheeler. Special Lib. 1: 33-6. My. '10.

"In its work with readers the usual methods are used. The indexes, bibliographies and special lists are at hand for reference. The Technical press index, the first volume of which appeared in November, is the most valuable tool of all, partly on account of the self index which is printed at the back. The five year volume of the Engineering index, 1900-1905, with its alphabetic subject arrangement is also used continually. . . . The international library of technology has been analyzed on cards which are filed with the class index cards. The current issues of the Engineering index are not cut up and mounted on cards as they are in some libraries, but are used in their monthly form."

Work with technical literature. E. H. McClellan. Pub. Lib. 15: 269-72. Jl. '10.

"Every library which attempts to do reference work along technical and scientific lines will need at least a few journals, and having chosen these along the lines of local interest, the reviews will aid greatly in the selection of books along similar lines. The name of the publisher is at least a clue to the reliability of the book. . . . In general the important new books will be obtained from certain regular publishers. The reputable publishers of tech-

nical books are few in number and the better ones, by refusing books of doubtful value, have gradually obtained a standing which, while not an accurate guide to the value of the books published, is at least something. The author's name is another guide. The works of many deceased authors are and will probably remain standards, especially in pure science. There is also quite a respectable number of living authors whose names have come to be a fair guarantee of the value of their books. . . . To librarians nothing need be said about the importance of a table of contents and a satisfactory index, except to state that those requirements apply with especial force to technical books and are indispensable if books are to be of much value for reference. Technical writers are fortunately coming to realize the importance of bibliographical references, and many of the recent books leave little to be desired along this line. . . . Text-books of the better correspondence schools are good library material. Formerly there was considerable difficulty in obtaining these books without enrolling for the course which they covered, but they are now offered freely to libraries. . . . Several sets or series of technical books are worthy of attention. The 'Van Nostrand science series' (50 cents each) includes a large number of titles, mainly on engineering topics. They are brief but good. Are not indexed. The 'Power handbooks' (\$1 each) are practical works devoted to separate branches of power plant engineering. The nine volumes so far published have been largely compiled from 'Power.' The 'Machinery reference series' (40 cents each, paper 25 cents) now numbers 50 v. Each deals very briefly with some special branch of machine design or shop practice. The books of the 'Westminster series' (\$2 each) are more comprehensive than any of the foregoing. They treat many practical subjects in a semi-technical way. About 20 v. have been issued. A valuable series of German monographs, mainly on chemical technology, is 'Harleben's chemisch-technische bibliothek' (1-6 marks each). This set covers a wide range of subjects, many of which are not treated elsewhere. The set now numbers about 330 v., of which only a very few have been translated into English. . . . A frequently ignored source of information is the trade literature of manufacturers and dealers in various lines. Formerly mere lists of prices and dimensions, cheaply printed on poor paper, they now represent the highest type of the bookmaker's art, and often contain much valuable technical data not readily found elsewhere. Publications of some of the older firms have thru judicious revision secured recognition as standard reference books in their line. Many of the publications are valuable on account of their timeliness. The earliest printed descriptions of many processes and mechanical devices are found in these catalogs, the descriptive matter going thru the printer's hands while the newly designed machinery is in process of construction in the shops, the literature and the finished machine appearing simultaneously. During the early stages of new industrial developments, such as vacuum cleaning, the trade catalogs afford about the only source of information outside the patent records."

Terminology.

Terms and phrases used in library work. W: McGill and W: J. Phillips. Lib. World. 10: 354-60, 391-400, 429-40, 458-67. Mr.-Je. '08.

Definitions of words and phrases used in library work.

Thefts of books.

See also Access to shelves.

Biblio-kleptomania, and how to check it. M. Hyamson. Lib. World. 8: 207-8. F. '06.

Thefts of books—Continued.

Book theft in London. Lib. World. 11: 437. My. '09.

"There has recently been quite an epidemic of book thefts in London, libraries of all kinds being the chief sufferers, although booksellers have not been exempt. These thefts have been the work of two or three individuals, and they have been committed chiefly in the quick reference sections of reference departments. The books stolen have been mainly directories, and annuals like *Who's Who*, and most of them have now been recovered. Thanks to a timely warning sent out by Dr. Baker, the depredations have been stopped, and two of the thieves committed for trial. As usual, the occasion is being made to serve as an object-lesson against open access to the shelves, and the usual idiotic letters have been appearing in the press, howling out against that much abused system. The humour of the position is that closed libraries like *Bermondsey*, *Bishopsgate Institute*, *Greenwich*, *Hackney*, *Hammersmith*, *Lewisham*, *Poplar*, *Putney*, *Stoke Newington*, *Streatham*, *Wandsworth*, and *Willesden* have suffered most, and the two thieves were caught in open access libraries! A paragraph has been going the rounds saying that Mr. Alfred Lancaster, the much-respected librarian of St. Helens, recently had his shirt and other articles of lingerie stolen by a thief who was duly captured. What a heavenly argument against open access this would have been, had Mr. Lancaster organized St. Helens on that system! Nearly all cases of extensive book thefts will be found on examination to be the work of one or two persons, and this fact, together with the additional one, that even the most jealously-guarded private libraries suffer, is quite enough to show the illogical clamour of the newspaper alarmists to be merely interested bosh."

Disappearance of books. E. L. Gilmore. Pub. Lib. 15: 421-2. D. '10.

The Lewiston, Maine, library lost an annual average of 175 books until it tried the following scheme: Long brilliant colored cards extending two inches beyond the cover were thrust into the card-pocket of each book. These cards were stamped "Please exchange this card at the desk." At the desk these cards are replaced by the borrower's card. "The long cards effectually prevent anyone from forgetting to register his book and their vivid color renders them so conspicuous that he hesitates to dispose of them if he is not entirely alone."

Library problem. Lib. J. 31: 673-4. S. '06.

Open shelves and the the loss of books. I. E. Lord. A. L. A. Bul. 2: 231-49. S. '08.

"When the question of open shelves was brought up at the 1877 International conference, the chief objection made was to the increased loss and mutilation of books that would be sure to follow, and here today lies the crux of the whole matter. The losses are greater. What do we lose by them? There are two sides to this, the financial and the moral. The financial side was formerly more considered than it is now, for two reasons. First, it now appears that the money losses are seldom great; second, because it is coming to be recognized that a heavy money loss is less serious than is the moral responsibility of fostering crime in a community. If open shelves do foster crime, they are not permissible, for if an educational institution stands for anything in a community, it stands for moral betterment as much as for intellectual betterment. Either without the other leads to danger; only both together help us along the path of progress. The question, then, to be decided is whether the privilege of open shelves is a demoralizing influence in a community because it suggests or encourages theft." To assist in answering this

question, reports on book losses were requested from representative libraries. After these had been compared, it was found that while the losses from open shelves are greater than when the closed shelf system is used, they are not enough greater to prove a serious bar to opening the shelves. The responsibility rests with every library, open or closed, to lessen the losses as much as possible. "Here seems the place to note the duty of the library to get back all books taken out in the regular way. A book taken regularly and kept indefinitely is as much stolen as the book taken informally, with the added disadvantage that the delinquent knows that the library is quite well aware that he has the book. If the library fails to insist on the return of the book, how can it expect others to respect its property?" Where actual theft occurs "there is no question that the detection and punishment of theft is the very best preventive of all. The detection is not easy. A number of libraries report the employment of professional detectives at certain times, but in no case was the thief discovered. And yet this should not deter other libraries from adopting this method. As Mr. Bostwick once said, a corps of detectives should be engaged, in case of need, 'even if they cost the library ten times the value of the books stolen.'"

Theological libraries.

Classification for a theological library.

J. Pettec. Lib. J. 36: 611-24. D. '11.

Notes on this article are given under the heading Classification.

Layman's biblical library. H: K. Booth.

News Notes of Cal. Lib. 5: 384-90. JI. '10.

Library of Union theological seminary.

W: W. Rockwell. il. Columbia Univ. Q. 13: 211-13. Mr. '11.

Time schedules.

Experiment in self-government. E. F. Lewis. Pub. Lib. 12: 304-6. O. '07.

An arrangement of their own schedule of hours by the assistants in the Northwestern university library.

Staff time sheets. W. G. Chambers. Lib. Assn. Rec. 10: 218-22. My. '08.

Mr. Chambers gives a table applicable to an ordinary library of from 15,000 to 30,000 volumes, open from 9 A. M. till 10 P. M. Each of the six assistants is to work exactly forty-four hours per week. The chief feature of the time table is the regularity of meal hours.

Staff time sheets. A. K. Gill. Lib. World. 10: 23-5. JI.; E. S. Martin. Lib. World. 10: 236-9. D. '07.

"The staff time sheet question . . . is one of vital importance. It affects equally the interests of the library assistant and the interests of the public. . . . It would be scarcely too much to say that in the construction of his time sheet is to be found a sure indication of the intellectual calibre of the librarian. It is the clue to his strength or weakness as director and organizer of the forces at his disposal." Long hours, hurried meals, the drudgery and deadly monotony of the work imposed upon many assistants are enough to fill them with loathing for their profession.

Staff time sheets and routine books. P. C. Bursill. Lib. Asst. 5: 333-5. S. '07.

The time sheet should be made out by those who are experienced in coping with its difficulties in order to secure the best results for the working hours of the staff. An assistant should only work two shifts each day. "The following rules . . . may be of use . . . Assist-

Time schedules—Continued.

ants should relieve each other for meals . . . The second on the staff should be in attendance in the absence of the first. . . . If possible, an early assistant should not be required to work late, and a late assistant should not be required to come early." Meal-times should be regular as far as practicable.

Township extension.

See also County extension.

How one library serves the townspeople.

M. L. Congdon. Vermont. Lib. Com.

Bul. 5: 3-4. Je. '09.

Notes on this article are given under the heading Library extension.

How one township library sends out books. M. Clark. Lib. Occurrent. 2: 55-6. Mr. '09.

Notes on this article are given under the heading Traveling libraries.

Phases of rural extension in Iowa. E. I.

True. Pub. Lib. 16: 99-102. Mr. '11.

The state of Iowa has a law which provides that any township may vote a tax for the support of a neighboring library and get in return full library privileges. The form which this extension will take is determined largely by geographical conditions. If the township has a number of small towns, branch libraries are established which in their turn become centers of distribution for the country around them. If there are no small towns, traveling libraries like those sent out by library commissions are sent out to convenient distributing centers at school houses or country churches. Much work can be done thru the country school and the country school teacher. School terms in the country are short. The school year is composed of but six or seven months and the school life of the child is consequently shortened. The library has a work to do for these children which is just as important as the work done by the city librarian for the city child. Duplicate school collections are made up for school buildings in the city. The same thing could be done by the distributing library in the country. "The attempts of work along this line that have been made are but the forecast of what can be done. A regular system of books sent out from the branch library to the schools can be developed. Teachers' meetings and institutes are held throughout the county regularly each year, where the librarian can exert her influence in the instruction as to the literature that can be used and how to use it. I am thoroughly convinced that rural extension is practical and that it is possible, and as the last 15 or 20 years has seen a tremendous advancement in the city libraries, I hope and expect the next decade will find the same progress in libraries of the rural district."

Rural extension under the township law.

E. I. True. Ia. Lib. Q. 6: 152-5. Ap. '11.

The library situation in city and in country is not so strikingly different as one might suppose. The city library thru its branches reaches a great number of people. The country library must seek to do the same thing altho its field consists of a sparsely settled territory rather than a congested one. The difference in the two situations is that the territory of the city library comes under one municipal tax, and its resources are consequently more adequate. The township extension law of Iowa seeks to bridge over this difference by allowing any township of a county to vote a tax toward the support of the nearest library. Thru the cooperation of the township, then, the librarian of the county seat or other large town is able to proceed to establish her branches much as the city librarian does. Villages, country stores, school houses, churches, are used as deposit stations. The plan first tried was that

of sending out a collection of several hundred books, which at the end of a given time would be exchanged. A plan later adopted proved more satisfactory. A permanent collection is established to which every month or so new books are added; an equal number which may have served their time or which may be needed at the main library, being taken from the collection. When local pride is aroused permanent reference books are often provided. A suggestion has been made in regard to the law which should be acted upon. To avoid uncertainty the law should be so amended that the tax would be carried over from year to year unless there should be a request to discontinue it.

Small library as a library center. E. F. Wakeman. Pub. Lib. 11: 9. Ja. '06.

Fairfield township in Massachusetts extends back six or eight miles from its center, too far for people to use the library resources unless the books are sent to them. Traveling libraries were sent out to private homes and to schools. Teachers report that children are delighted with the arrangement and as the teachers act as librarians they are able to help the children in their reading. In 1904-5 3546 volumes were circulated, 36 per cent being non-fiction. The library also loans supplementary reading to the schools.

Story of library extension in Elwood and Pipe Creek township. M. N. Baker. Lib. Occurrent. 2: 224-5. S. '11.

The first branch was established in a small town of a few hundred inhabitants where the storekeeper agreed to act as librarian. About two hundred books make up the collection, and about fifty of these are changed each month. The number of borrowers is over three hundred, almost half the town, and the circulation is about five hundred a month. Later, work was taken up with the country schools. Fourteen libraries of from twenty-five to thirty volumes were made up. Visits were made to the schools and letters sent to the families of the neighborhood when these libraries were placed in the school buildings. Posters were also put up announcing that the central library was free to all the township. From time to time the books were changed from one school to another. "The first time the books were placed in the schools they remained thirty-two days and the circulation was 693. The second time they remained forty days and the circulation was 1,066, and the third time twenty-six days with a circulation of 968. Notice that this was only a little over half as long as the previous time and the circulation only about a hundred less. There were four hundred children who saw these books, handled them and read them, and besides these children there were many older people who borrowed the books. What of the other results? Here are some of them. The children soon made a place for reading in their lives and were always glad to see me coming with more books; families which never cared for books, in fact were unwilling to receive them at first, afterwards were eager to read anything the teacher would send; many rural residents have become frequent visitors and borrowers of the Elwood library; the Practical farmers club asked for a list of all the books we had on agriculture and household economics; the teachers learned to come to us for outside work for their schools and for their institute work. In short the people of the township are beginning to feel that they have one more city advantage and are making use of the city library."

Township extension. Lib. Occurrent. 2: 113-5. Mr. '10.

"The new impetus for township extension comes from the law passed at the last legislature providing for a township tax of not less than five-tenths of a mill. . . . Now what is the library going to give the township for its

Township extension—Continued.

money? The most obvious duty is to allow all the citizens of the township to make free use of the library for reference and circulation. Before the levy is made, rural residents are usually charged from one to two dollars a year for this privilege. That is not very much, but it excludes some people, who are least able to buy and least concerned about buying books for their own use. In the case of a poor renter with a large family, a rate of two dollars a year is prohibitive. Merely opening the doors of the public library to the rural citizen on the same terms as to the urban citizen, makes much difference. The circulation statistics go up with a jump. Scarcely less obvious than the duty of throwing open the doors of the public library to all the citizens is that of making special efforts to accommodate the schools of the township. If there are consolidated schools, a rather large branch library should be maintained at the school building. Strictly reference books—dictionaries, encyclopedias, etc.—the school will perhaps own, but the public library will need to supplement these by sending out sets of books for assigned reading, these sets being exchanged as often as desirable. This will, of course, be unnecessary if the school is near the library. If the schools are not consolidated then the public library will probably maintain traveling libraries in every schoolhouse. These will be sets of from twenty-five to sixty books of all sorts; some for the teacher and the parents, some for 'older brother' and 'older sister', some for 'little brother' and 'little sister'. It will be a miniature library for all the people in the district, and will contain everything from a picture book to the latest book on farm machinery and the good novel. The whole field of literature cannot be covered in one set of books, but the neighborhood will be allowed to get a new set from the main library just as often as it wishes. The whole resources of the public library will be at its disposal. . . . It is often wise to put traveling libraries in the country stores, and postoffices—anywhere possible that will make it easy for the rural citizen to get the books. All this is simply to fulfill the function of the librarian and get the books to the people."

Township extension at Spencer. G. Morgan. Lib. Occurrent. 3: 2. D. '11.

The Spencer, Indiana, public library began its extension work in June 1910. Agitation had begun the summer before and the necessary tax had been granted by the advisory board in the same year. Little work was done thru the summer but in the fall the librarian called the teachers of the township together and outlined the new plan. "I wanted a simple method of keeping a record of the circulation and did not want the teachers to go to any expense. I use the Brown system of charging, and in the books I send out to the country I put a clean book card with the book number, author and title, just as I use in the library. I ask the teacher to have one of her oldest pupils take charge of the books. When a book is borrowed, the card is taken out of the book, and on the back is written the name of the person taking it. The cards are filed alphabetically. This record shows how many times each book is taken out and by whom." Ten boxes of twenty-five books each were kept in circulation thruout the winter. The collections were made up usually of 15 juvenile and 10 adult books; about half of the books were non-fiction. Transportation has involved little expense as the teacher or one of the farmers is always willing to take the box. A farmers' alliance in the township has become interested and has asked for books on agriculture.

Township extension of libraries: observations from experience in Page county. W: Orr. Ia. Lib. Q. 6: 65-8. Ja. '10.

The township extension library law of Iowa "authorizes township trustees and town coun-

cils in territory adjacent to a city having a free public library, to make a contract with the board of library trustees by which all the inhabitants of the township or town can have the same use of the library that the citizens of the city have, upon condition that they levy a tax not exceeding one mill on the dollar of the taxable value of all the property in the township or town, to be paid to the board of library trustees. The contract entered into between the township or the town and the board of library trustees brings the benefits of the library to all the citizens of the township or town on exactly the same basis as those residing in the city, and it also brings to the library the increased revenue so necessary to make the library a growing and useful institution."

Township library extension. E. Carter. Pub. Lib. 15: 175-80. My. '10.

Rural library service cannot be adequately rendered by traveling libraries sent out from a state center by a library commission. Township libraries have been established in Indiana with a view to reaching all the people. The law now makes possible a township tax of five tenths of a mill for the aid of the small library that is willing to extend its service to the township. Farm and village, city and country are being brought closer together. The library at Plainfield, Indiana, has undertaken this township service. A committee with two country members devised a plan for promoting the use of traveling libraries.

Township library extension at Alexandria. N. W. Jayne. Lib. Occurrent. 2: 221-4. S. '11.

Work began with the schools. The first collections of books were placed in school houses and one of the older pupils was chosen as librarian. Pupils so chosen came to the library for instruction and to learn the essentials of the charging system. "Last spring at the close of the school year, we decided to place the books in homes, and thus maintain the deposit station in the neighborhood wherever possible during the summer. In two cases we were able to do this immediately after the close of school. In one of these homes a girl of twelve was chosen to act as librarian and came to the library for instruction. She proved one of the most apt apprentices I have ever had and is most efficient in the work. This home is well located, and the family is well liked. These points are important because it is only under such conditions that the neighboring families will have anything to do with the books." The books have been transported to the various stations in cases made by the janitor out of goods boxes. Usually some one driving in from the neighborhood calls for the cases and returns them. The requirements from rural borrowers are slight. A regular library card is used and the signature of one parent is obtained. "A list of the books is sent out with each case, to serve as a check list for the person in charge. For our own record, we make a duplicate book card, which is kept on file." Every effort is made to make the stations permanent after they are once established. "Magazines as well as books are sent out. For this we use duplicates secured by a 'want ad.' in our library notes. No very strict account of these is taken, though the remains are sometimes returned to us. A copy of Country life in America, after a sojourn in a country school, came back to us in shreds and tatters. The teacher looked troubled, but said it had been read by every family in the neighborhood."

Trade catalogs.

Story of the made in Newark material. J: C. Dana. Special Lib. 2: 93-6. N. '11.

The Newark business branch undertook to collect all trade catalogs of that city in order that they might keep up a complete "Made in Newark" file. The library found more difficulty in collecting material from their own local firms

Trade catalogs—Continued.

than from business men in distant parts of the United States. Three sets of letters were sent out before satisfactory returns were received. The method of going about the work was as follows: Every name to which letters were sent was entered on a 3x5 card. Dates on which letters were sent out were stamped on the card; also the days of replies. When catalogs are received, shelf list cards for each firm are made out and numbers assigned. If firms reply that no catalog is issued this information is entered on the card, with date. An author card is made on which the name and address of manufacturer, with a fairly detailed list of the line of goods manufactured, are entered. The subject headings adopted for each manufacturer, together with any trade names used, are listed on the back of each author card, and the proper subject cards are made out. Author and subject cards are filed in one alphabet. Each catalog received is stamped with the date of receipt, and the catalogs are filed numerically in vertical files. Letters sent with catalogs are tipped in back of the title page. Letters sent in place of catalogs are put in manila envelopes and placed in the catalog file. Business cards are mounted on pulp board and placed in the same file. The material is for use in the business library only and is never lent.

Trade catalogs in public libraries. C. C. Houghton, Pub. Lib. 15: 275-8. Jl. '10.

"Catalogs are highly valuable in reference work on many subjects. It is often the case that a question can be answered from a catalog when all other means fail. They supplement the book collections and furnish material on recent developments in methods and apparatus which is not to be found in any books. Their usefulness depends almost entirely on the thoroughness with which they are analyzed, or their contents kept in mind by attendants, and for this reason a systematic collection is practical only where a special staff or department pays attention to technical readers. Various libraries have used various systems of arrangement: . . . alphabetically by firms. . . . Accessioned, classified and treated like books, whether shelved separately or not. . . . Classified by general subjects such as electricity, mechanical engineering, building, printing, etc. . . . Classified by subjects as closely as possible."

What Newark makes. Newarker. 1: 3-4. N. '11.

An account of the preparation of the Made in Newark file which is one of the features of the business branch of the Newark public library. Every manufacturer who issues a catalog was asked to send his catalog to the library. "The work of indexing and cross-indexing this mass of advertising matter has been great. It has required not only the labor of making the cards but the careful reading of thousands of booklets by trained and intelligent indexers. The general plan chosen provides that each manufacturer's individual card shall contain the names of all articles or classes of articles made by him, and that each article or subject card shall contain the names of all Newark concerns who manufacture this article. Where the trade-mark names are used these are also given on the manufacturers' cards."

Training for librarianship. See **Library training.**

Transliteration.

Russian transliteration. J: W. Gregory. Nature. 78: 42-3. My. 14. '08.

A table of symbols adopted by the Imperial academy of sciences is shown and notes on the table are given.

Traveling catalogs. See **Catalogs, Traveling.**

Traveling libraries.

See also Book wagons; County extension; Sailors' libraries; Township extension.

Books in the Steele county traveling libraries. J. Morton. Minn. Pub. Lib. Com. Notes. 2: 80-2. N. '07.

Choice of books in traveling libraries. K. I. MacDonald. Wis. Lib. Bul. 2: 39-43. My. '06.

Books in traveling libraries stand on their own merits. They do not have the skilled librarian at hand to advertise them. "Since this is the case too much consideration cannot be given to the character of the book, the edition, the print, the paper, to the smallest detail of the physical makeup." Statistics show that books on agriculture, gardening, birds, etc., are little used in rural communities, no matter how attractive they are. Neither are books on civic improvement much called for even in small towns where improvements are being made. Poetry is apparently little appreciated. Books on sociology and economics even though popularly written are seldom called for. Biography has a rather small but steady circulation, modern characters whose names are tolerably familiar being preferred. Two volume sets are rarely read and this applies also to histories. Foreigners read more American history than native born citizens. Books of travel are read more than any other non-fiction. Travel combined with adventure appeals especially to readers of traveling libraries. In fiction, books of the day are given the preference. "The historical novel, the story of action, the simple love story, the latest much-talked-of tale of ubiquitous advertisement, and the story of mystery are issued oftener." Standard fiction such as Scott, Thackeray, Dickens and Eliot, are little called for unless they are in attractive editions and excellent type. The greatest demand is for juvenile literature. "Physical attractiveness of page and cover bears a very distinct relation to popularity with children. The book with a cover that looks like a school book does not appeal. . . . Children's non-fiction is more read than adult. . . . Books about inventions are in demand and we can never find enough of adventure like the books on Custer, Forsyth's Thrilling days of army life, Moffet's Careers of danger and daring, Famous prison escapes in the Civil war, Kieffer's Recollections of a drummer boy, Hill's Fighting a fire, Frothingham's Sea fighters from Drake to Farragut, Du Chailu's travels and others of the kind." Bound volumes of St. Nicholas are always enjoyed.

County extension. G. B. McPherson. Minn. Pub. Lib. Com. Notes. No. 5: 7-9. D. '05.

In Minnesota the state library commissioner sends books to the library at the county seat and the library sends these out to the remote districts of the county.

Department of traveling libraries. Mrs. K. M. Jacobson. (In Minn. pub. lib. com.; 4th biennial report, 1905-1906. p. 68-85.)

The library commission of Minnesota began to send out travelling libraries in 1900. Originally they were designed for rural communities, but now they are valuable adjunct to small public libraries. "Reaching out still farther to every interest within the boundaries of the state, the traveling library now serves the foreign born citizen, the more remote farms, the ambitious homesteader, the hard working miner, the isolated railroad and lumber camps, as well as the special student, the club woman, and the general reader." Of 18,000 volumes 16,000 circulate in fixed sets. An application must be signed by ten taxpayers where no li-

Traveling libraries—Continued.

brary exists, and by the library board where there is a public library. Applicants pay the transportation both ways. Books are loaned for six months but may be exchanged when deemed advisable. "A group of six books in Norwegian, Swedish, German, Finnish, or French languages is included without extra charge if there is a request for the same. These libraries are made up of 30 books for adults and 20 books for children. . . . Juvenile libraries of 25 volumes are doing inestimable good in small public libraries and in many district school libraries." Foreign libraries of 25 volumes are also sent out. "Cases of easy supplementary reading in German or French are loaned through the public library to high schools conducting classes in the modern languages." Study club libraries are increasingly in demand. Home science libraries have been sent out and the experiment has proved a success. Home libraries are sent to isolated communities the application in this case being signed by the applicant and a school or county officer. These are not made up in fixed sets but are chosen to meet the demands in rural homes. When definite books are asked for they are sent as far as possible. Books are loaned to those studying for professional state certificates upon application. Not more than two books are loaned at a time and these may be kept three months. High school debate libraries consisting of sets of books and magazines are sent out on request. Volumes discarded from the regular libraries because they are soiled or worn are sent to lumber and railroad camps and these are not returned.

Discussion of traveling libraries at the fifth annual meeting of the League of library commissions, 1908. A. L. A. Bul. 2: 304-5. S. '08.

Discussion of traveling libraries at the fifth annual meeting of the League of library commissions. Pub. Lib. 13: 276-7. J1. '08.

"The postmaster is the ideal man for the position of local librarian, as he is in the habit of keeping records and everyone visits his office. In the choice of a station in a home, one should be found to which people will be free to go. The busiest person in the community oftentimes proves the ideal librarian. A central location in the village should be secured, and if the post-office is found unavailable the interest of some storekeeper should be enlisted in the near neighborhood. In farming communities the library should always be located on the main traveled road and near the district school. Traveling libraries should not be located in school buildings if any other possible location can be secured, as older people do not visit the school, and the building is closed on Saturdays and during long vacations. The ideal method of locating a traveling library would be for the one in charge of the system to visit every community and canvass the whole situation before placing the library. Interest is best maintained by sending only fresh, interesting books to every community. In these days of rural free delivery, when farmers are taking daily papers, the library must be kept up to date. Letters of appreciation to custodians, when it is evident that much self-sacrifice of time and labor is given, and personal visits from those in charge of the system will do much in the way of encouragement. Records should be made as simple as possible and there should be no rigid enforcement of rules. Never allow a station to be abandoned without making every possible effort to secure its continuance."

Educating all the people all the time; reading in the most polyglot state in the Union. C: P. Cary. il. Harp. W. 53: 24-5. My. 22, '09.

An account of school and traveling libraries in Wisconsin.

Educational needs of hamlets. F. A. Hutchins. N. Y. Libraries. 1: 73-6. Ap. '08.

Mr. Hutchins shows that in small hamlets the people need to be aroused to take an interest in books. He suggests making up for such places, traveling libraries of 100 volumes each, the libraries to contain not only books interesting to all classes of readers but special groups of about 15 books on subjects that are likely to prove interesting, as for instance the American revolution. The group should contain fiction such as *The spy*, *The crisis*, *Hugh Wynne*, etc., also biography and history. "With each library should go a circular giving suggestions for the study of its central topic by schools and societies." The organization of debating societies would also help the community, and material on live state questions could be sent to them.

Experiment in rural libraries for school and home. J: Percival. 19th Cent. 62: 751-7. N. '07.

The bishop of Hereford has for several years had in circulation about 1000 books. These are sent to about sixty-five schools and twenty-five parishes. Each box of fifty books is accompanied by a supply of printed catalogs of the books contained in it. Thru these catalogs the parishioners are kept informed as to the books available. The boxes are changed three times a year.

Growth of traveling libraries. H. E. Haines. *World's Work*. 8: 5231-4. S. '04.

"With the development of the work under state commissions more care is constantly being given to the selection of books, and as a rule the traveling libraries represent good and entertaining current and standard literature. The day of the discarded volumes of sermons and school readers, which were thought good enough for missionary work, is over. The complaint is still made now and then that too many old and familiar books are sent out, but the lists and catalogs of traveling libraries are evidence to the contrary. New books and attractive editions predominate, while particular care is given to include the latest and best literature on special subjects—biography, history, nature books, etc."

History of the work in Wisconsin. (p. 3-10. In *Books for the people*, by H. E. Legler.) D. 22p. pa. gratis. '08. H: E. Legler, Milwaukee, Wis.

Just fifteen years ago Melvil Dewey solved the problem of giving country people access to collections of books selected by experienced and educated buyers. His solution was this: "From a centrally administered library, groups of books carefully selected so as to comprise fifty or sixty volumes each, were packed in suitable boxes or cases, and sent to small villages, country school-houses and centrally located farm-houses to be distributed to the neighborhoods on the same plan as books are given out from branch stations in cities. At the end of six months, the books would be gathered by the custodian, shipped back to the central distributing agency, and a fresh lot would take their place. By this simple and economical method the people of these little neighborhoods would secure an opportunity to read the best and most interesting books without financial burden." Now there are more than 5000 traveling libraries circulating in twenty-two states, 600,443 books in 1907. "It must be remembered that for a few years after the plan was transplanted from New York to other states, private contributions were the only reliance for maintaining the system of traveling libraries. It is only within the last half dozen years that the demonstration of their usefulness prompted state legislatures to make appropriations for this pur-

Traveling libraries—Continued.

pose, to enable state library commissions to extend this great work on a liberal scale. . . . Of all the states of the union which reported on travelling libraries last year, Wisconsin stood first with a circulation of 122,093. Wisconsin was the third state to adopt this method for bringing wholesome books to people in the country. This was in 1895. The Free Library commission has charge of 563 of these little libraries, which are sent to stations scattered all over the state, and are exchanged every six months. Each group contains books of history, travel, fiction, biography, useful arts, and miscellaneous literature so proportioned as to meet the needs of the average community as determined by experience. The Wisconsin commission also sends to communities where there are many persons of foreign birth, the best literature in their own tongues. In some sections of the state, people go ten to twenty miles at regular intervals to secure these books. The commission also makes up study libraries for the use of clubs engaged in serious study. The topics deal with English literature, art, history, village and town improvement, questions of the day, etc. The travelling libraries in Wisconsin now reach 62,000 persons. . . . In addition to its English libraries, it owns libraries or groups of German, Norwegian, Polish and Bohemian books. . . . A contract has recently been entered into with the state board of control whereby the commission supplies the state penal and charitable institutions with traveling libraries. It is hoped to extend this plan to include county institutions as well. Each box of books sent to a station is accompanied with little catalogs for distribution."

How one township library sends out books. M. Clark. Lib. Occurrent. 2: 55-6. Mr. '09.

Traveling libraries are sent by the Henry Henley library, Carthage, Indiana, to district schools in the surrounding township. Books are changed as often as the teacher desires. The collections are balanced to meet the needs of the children and their home circles.

How to secure a traveling library. (Circular of information, no. 2.) 6p. pa. Wis. Free Lib. Com., Madison, Wis.

The rules apply to Wisconsin only. "The larger libraries contain about sixty books, the smaller thirty or more and are made up of the best popular books in fiction, history, travel, biography, science and literature for adults and children. The Commission also furnishes study libraries on special subjects, and besides English books circulates German and Scandinavian libraries containing about thirty-five books each, and small groups of ten books in the German, Scandinavian, Bohemian and Polish languages. The libraries are shipped in stout hinged cases and are accompanied by printed catalogs and supplies necessary for keeping records of circulation. The travelling libraries are intended for farming communities and small villages not enjoying public library privileges; for towns able to support public libraries but needing practical illustration of the use and worth of public libraries and incentive to establish them; for villages and towns already having public libraries but with book funds insufficient for the frequent buying necessary to sustain public interest, for study clubs not having access to public libraries offering adequate service; and for public libraries having a large number of German or Scandinavian patrons."

King Oscar's traveling library. Minn. Pub. Lib. Com. Notes. 2: 101-2. Ja. '08.

A description of the collection of books in the Swedish language sent to the United States by King Oscar.

Libraries in rural communities in New York state; an abridged report of the committee on libraries in rural communities, appointed by the New York library association. Lib. J. 34: 445-8. O. '09.

In the three years ending October 1, 1908, New York travelling libraries of a general character for community use has reached only 100 stations. A comparison with the circulation of similar libraries in other states covers 14 states. "The classes of libraries considered are those loaned to (a) groups of tax-payers, which almost always are used by the general public; (b) schools and miscellaneous organizations, which may or may not be used by the general public; (c) public libraries; and (d) charitable institutions and study clubs, where the use is plainly not general. Taking the first group, the tax-payers, where the library is almost always for general use in a place without a public library, we find that two states, California and Kansas, limit their work to this kind of library, and circulated in one year, in California, 667 libraries, and in Kansas 804. In three other states, Wisconsin, Minnesota and Pennsylvania, more than one-half (from 52 per cent. to 79 per cent.) of the libraries were of this class. These five states together sent out in one year 2087 libraries of this class, these being over 74 per cent. of all libraries sent out by them. If we add to the libraries loaned to tax-payers, the others of public or semi-public nature, i.e., those loaned to schools, libraries and other organizations, we find that in twelve of the fourteen states considered over 80 per cent. of the libraries loaned are of this sort, that serve more or less for general reading. The other two states are Iowa and New York. In Iowa 64 per cent. of the libraries are of this sort, and in New York only 36½ per cent. That is, in all the other states circulating traveling libraries extensively the bulk of the work is with libraries for more or less general use. In New York the bulk of the libraries, 61 per cent. to be exact, are used by study clubs."

Library conditions in rural New York; abstract from a report by the committee on reading for rural communities of the New York library association. N. Y. Libraries. 2: 12-6. O. '09.

Library extension. bibliog. Chaut. 43: 277, 279. My. '06.

"The traveling library consists of a small set of books and magazines put up in a suitable trunk or box for transportation by freight, wagon or mule back. These libraries are usually sent out by a state library commission or a woman's club. They are of three classes; for towns or neighborhoods altogether lacking in library facilities; for classes or clubs desiring selected material for study work; for smaller public libraries to meet temporary need of books which cannot wisely be purchased. . . . When one considers that these libraries cost but \$50 each and that they go to isolated communities where the books are not only read, but talked over again and again, and often change the whole current of neighborhood thought and talk, it is apparent that few means of education can do so much for better citizenship in proportion to their cost. . . . It is after all, not the few great libraries, but the thousand small, that may do the most for the people."

Management of traveling libraries. E. D. Bullock. (Library handbook, no. 3.) pa. 15c. '07. A. L. A.

Ohio's 50,000 travelling books. S. T. Dial. il. Harp. W. 53: 27-8. Mr. 13, '09.

Traveling libraries—Continued.

Origin of traveling libraries. *Rivista d. Biblio.* 20: 63-4. Mr. '09.

Traces the history of traveling libraries in the United States and advocates the establishment of a similar system by the public libraries of Italy.

Possibilities of direct service to individual farmers, including the location of traveling libraries through granges, agricultural societies, farmers' clubs, rural schools, etc. C. Templeton. *A. L. A. Bul.* 4: 742-6. S. '10.

Country people constitute more than fifty per cent of our population. We have barely made a beginning in reaching this large class thru the public library movement. Few farmers can be reached thru the city libraries. The state library must handle the problem. The beginning has been made in the traveling library but this cannot be looked upon as a permanent means of supplying so large a class of readers. "I look upon it rather as a step leading up to the establishment of the local country library—either county or township—which will in time, thru its own system of traveling libraries, branches, and book wagons, reach all of the people of its own community. . . . Doubtless one way in which the state can help the farmer most, is by getting him interested in reading thru the traveling library, in getting him to see something of the possibilities of a library, and to see at the same time to how much greater degree these may be realized thru a good local library. It is for library extension workers to direct legislation which will make it possible for such libraries to be supported by country and town people alike, free to all, and to encourage and assist the library in broadening its field." While this is the end to be desired it will be a long time before it can be reached. In the meantime the traveling library is the best agent. One of the problems in traveling library work is the make up of the library. One plan which has proved fairly satisfactory is to make up a group of 35 books—20 juveniles and 15 books of adult fiction, and add to that number 10 or 15 books to suit the community, giving the community the right to choose the class of books it will have—non fiction, or extra fiction or children's books. It is found that there are many requests for works of non fiction which before had been little read.

As a means of advertising the traveling library, the state fair, which theoretically offers a good opportunity, has not proved successful. Grange meetings and farmers' institutes have proved much more satisfactory. "Here the farmers are gathered together, not for pleasure as at the state fair, but for instruction, and they are open to all suggestions. The meetings of the women's auxiliary to the farmers' institutes are really the best places to give such talks, since the women are closely concerned in questions of social betterment." Notices in local agricultural papers have brought good results and county teachers' institutes and summer normal schools, offer another good means of advertising. The writer recommends the keeping of the library in the school house. The closing of school for the summer is not a serious objection as little reading can be done in the country thru the summer. The school teacher makes the best librarian as she is used to keeping records and she will get enough help in her work out of the books to repay her for the trouble of caring for them. Aside from the school house there is no very good place in a rural community for a traveling library station. A library may be placed in a town at some central place frequented by farmers—at the general store, creamery, telephone exchange, or barber shop. One need in traveling library work is for press work concerning the books themselves. "It seems to me that with every library it would be well worth while to send some good brief reviews of the

notable books in the collection to be published in the local paper. A desk attendant can tell a patron in a word or two something about a book which will interest him in it, and induce him to take it home; but the person in charge of the traveling library does not always have a discriminating taste, and does not know the books, and many a good, interesting book is passed over unread." In one small town a woman's club has done good work by having a two-minute book review at each meeting. These reviews published afterward in the local paper have done much to encourage good reading.

One branch of traveling library work which has grown up within the last few years and which offers a field for indefinite extension, is the supplying of individuals with books on special subjects. "But before this work can be developed to any great extent we must get together in some way, and, by our united efforts, force the passage of a library post bill. . . . It seems to me that if the league went seriously to work, and each state saw to it that every one of its representatives and senators received a letter from some constituent from whom such a letter would bear weight, that something could be accomplished. Until this is done, this work, which, it seems to me, is going to be the best work of the library commissions in the future, is seriously handicapped." All this work, the writer feels is in preparation for the establishment of permanent libraries. In the future traveling library work will consist entirely of supplying special books which the local library lacks.

Postal dairy library. *Lib. J.* 35: 265. Je. '10.

Province of the traveling library, as a part of the state library system. G. L. Betteridge. *N. Y. Libraries.* 1: 70-3. Ap. '08.

In New York books are sent to "any school, library or other institution under state supervision, on application of its responsible officers; any registered study club or extension center on application of the secretary and the guaranty of a real estate owner; any community without a public library, on application of five resident taxpayers; any club, grange, church, summer school, business corporation or other recorded organization needing books for reading or study, on application of the responsible officer and guaranty of a real estate owner; any household in New York not having convenient library privileges is entitled to a house library of 10 volumes, but preference is given to rural homes; for the house library of ten volumes to be retained three months the fee is \$1, for the others, \$2 for 25 volumes, \$3 for fifty, or \$5 for 100 when sent in the same shipment. These libraries with the exception of those sent to schools and study clubs may be retained six months without extra fee. In the case of schools and clubs the time is extended, when the books are needed for a longer period."

Public libraries in Sweden. A. Hirsch. *For Folke-og Barneboksamlinger.* 2: 107-12. D. '08.

Traveling libraries have an important place in Swedish popular education. They have been established by all the central offices for library aid in Upsala, Stockholm and Gothenburg, (the Alliance for popular education in Stockholm has more than sixty), by high schools, temperance societies, social democratic young men's clubs and several other organizations. Through the above mentioned society the government has established sixty libraries for railway employees and forty for telegraph linemen. (Translation.)

Reading of farmers. *Nation.* 83: 178. Ag. 30, '06.

Traveling libraries—Continued.

Responsibility of the state to the rural community. Mrs. W. P. Smith. Vermont Lib. Com. Bul. 7: 3-6. Je. '11.

Notes on this article are given under the heading Library extension.

School and the traveling library. W. Slade. Vermont Lib. Com. Bul. 5. no. 4: 4-5. Mr. '10.

Sketch of the movement in Minnesota. Minn. Pub. Lib. Com. Notes. 9: 35-6. D. '06.

Synopsis of work in different states. L. E. Stearns. Pub. Lib. 10: 76-81. F. '05.

Traveling libraries. K. Fischer. For Folke-og Barneboksamlinger. 2: 9-13. F. '08.

Traveling libraries. F. A. Hutchins. (Library tract, no. 3.) D. 12p. pa. 5c. '02. A. L. A.

There is "a great field for state systems of traveling libraries in securing the establishment of free public libraries, in strengthening such libraries in poor communities, and in developing the library spirit in all parts of a state. There seem to be other important fields for associations in sending out libraries: (1) to show their usefulness and create a demand for state systems; (2) to educate farmers to help support their neighboring city and village libraries; (3) to supply isolated communities beyond the reach of public libraries."

Travelling libraries. W. R. Nursey. Ontario. Education dept. Report on public libraries, etc. 1910: 531-5.

The traveling libraries of Ontario are made up of from forty to sixty volumes, consisting of from 20 to 30% of fiction for adults, 45% of books of general interest on religion, sociology, sciences etc., and 20 to 25% of juvenile books. By special arrangement public libraries are supplied with collections on special subjects; library boards with books on construction, administration or cataloging and classification; study clubs with works on Canadian history and other subjects; individuals with books on special subjects in which they are interested.

Traveling libraries, an important change of rules in New York state. N. Y. Libraries. 2: 170-2. O. '10.

Travelling libraries as a first step in library development; discussion. Lib. J. 30: C158-63. S. '05.

Travelling libraries as the first step in developing libraries. G. A. Countryman. Lib. J. 30: C56-8. S. '05.

"Travelling libraries accomplish the best results in the way of developing library interests, if they are part of a state system, for to do the best work they should have trained supervision, by people who will watch the communities where they are loaned, and who will follow up and assist the first show of interest for a local library that may be aroused."

Travelling libraries for schools in New York city. Lib. J. 35: 162-3. Jl. '10.

Travelling libraries for township and counties. Ohio State Lib. Bul. 5, no. 3: 11-8. Je. '09.

Traveling libraries in Massachusetts. M. Morison. Cent. 62: 956-7. O. '01.

The article describes the work done by the Woman's Education Association of Boston in sending traveling libraries to the isolated towns in the state.

Traveling libraries in Ontario. [In Report upon public libraries, literary and scientific institutions, etc. of the Province of Ontario for 1907. p. 293-9.]; Same. Lib. J. 33: 231-2. Je. '08.

Prior to 1907 the Education department of Ontario supplied traveling libraries to reading camps. These were frequently sent from one camp to another without first being returned to the department. Many books were lost and it was found impossible to locate the responsibility for the loss. A new ruling was made that all libraries should be returned to the department and checked over before going to a second camp. Under this system there has been no loss of books. This ruling now applies to all traveling libraries. In 1907 the legislature voted \$3,000 for traveling libraries. These libraries are sent out in cases with moveable shelves. The cover is "hinged and fastened with a lock. When the case is open the cover forms a small table upon which the books can be examined, while all the titles are immediately exposed at a glance." There are two classes of collections, fixed and open shelf. "The fixed collection represents a miniature public library suitable for average communities. The problem is to furnish wholesome, instructive, and readable books which the general public will read." No attempt is made to load these libraries with serious literature tho each collection contains a few good books that will set people thinking. The open shelf library is "intended to supply borrowers with books required for special purposes. . . . Experience has already demonstrated that the greatest difficulty connected with the circulation of travelling libraries arises from the apathy of the general public. The communities which need the books the worst are extremely slow in finding out the conditions under which the books can be had. Isolation has, however, its advantages as well as its disadvantages. The farmers' children, once they are provided with healthy reading, usually make greater progress than children in towns and cities."

Traveling libraries in Ontario. T. W. H. Leavitt. (p. 17-21 in Proceedings of the annual meeting of the Ontario Library association, Toronto, Ap. 1907.)

Until 1907 the traveling libraries in Ontario had been sent out to lumber camps in the winter and were not used except for three months in the winter. In 1907, \$3,000 was granted for travelling library books and they are sent as long as they last to any small library that makes an application for them. In 1908 they will be sent only to libraries that show that they have made some local effort to maintain their own libraries and that send in an annual report to the Library Inspector.

Traveling libraries in Wisconsin, with directory of stations. L. E. Stearns. D. 41p. il. map. pa. '10. Wis. Free Lib. Com., Madison.

Traveling libraries of foreign books. Wis. Lib. Bul. 1: 74-5. S. '05.

Traveling libraries of the Society for public service. Boekzaal. 4: 26-30. Ja. '10.

Traveling libraries—Continued.

Traveling libraries; their significance in our civilization. G. H. Reynolds. Wash. Lib. Assn. Bul. 3: 4-7. Ap. '07.

In 1892 the New York legislature gave an appropriation for traveling libraries, a new department of extension work. "In 1895 Michigan received an appropriation for traveling libraries. The following year Ohio and Iowa were given state aid. Appropriations were granted in 1899 to New Jersey, Minnesota, Maine, Pennsylvania and Indiana, for the establishment of similar systems. Since then, Vermont, Oregon, Washington, Nebraska, Maryland, and California have entered the field. In many of the states, public library commissions were created for the purpose of giving advice on all matters of organization, maintenance, or administration of the local public libraries and these commissions were also authorized to send out traveling libraries." Previous to legislative action women's clubs have done much in circulating books in several states. "Traveling libraries were started in Washington, D. C., by putting the books on canal boats. The students of Hampton institute carry them to their own people, and women's clubs of Kentucky have sent them thru very isolated portions of the mountains and to the 'poor whites.' Books in the traveling libraries shorten many a weary hour for the keeper and his family in the lonely light-house, and carry cheer and encouragement to the weary workers in the rice fields of Louisiana and the cotton fields of Tennessee. Traveling libraries are established in engine houses where the men are required to be constantly on duty, yet with many leisure hours at their disposal, and are also placed in factories and in jails. . . . New York state has long since been sending out pictures to the town and country schools—large reproductions of the famous masterpieces, giving the children, situated miles from museums and studios, an opportunity to become acquainted with the best in art. Many of the other states now furnish schools with pictures and photographs for use in history and literary work." In Wisconsin "a bright, interesting woman, the mother of two boys, hearing of the traveling libraries, wrote for information concerning them. She met all requirements, and within a week, a collection of good, fresh, readable books were shipped to her, the entire cost being seventy-five cents the round trip express rate. She placed the books in one of the rooms of her home, made as attractive as possible with chairs and a large table in the center, over which was suspended a hanging lamp. The boys of the neighborhood were invited in. At first they were inclined to view the surroundings suspiciously, but one after another drew near and indifferently thumbed the books. Within four months, a second library was asked for, as the one collection was not enough. The report recorded that each place about the table was occupied during the evenings, and often two boys would be crowded on the same chair."

Traveling library and the country reader. M. H. Howlett. Wis. Lib. Bul. 1: 69-70. S. '05.

Traveling library moral. Scrib. M. 33: 636-7. My. '03.

Traveling library statistics. M. W. Brown. A. L. A. Bul. 2: 306-9. S. '08.

Traveling library topics of especial interest to Wisconsin. Wis. Lib. Bul. 1: 67-77. S. '05.

A law passed in 1901 enabled counties to establish traveling libraries. They have proved uniformly successful and in no case has a county board failed to make appropriations for their continuance. Wisconsin has 79 traveling

libraries of foreign books, German, Scandinavian, Polish, etc. No venture of its commission has proved more popular. "The main purposes sought in the distribution of traveling libraries are these: (a) To furnish good, wholesome reading for persons in isolated or remote communities having no access to library centers. (b) To supplement the meager collections of small struggling public libraries which have insufficient funds for book purchases, and to encourage the building up of such libraries. (c) To supply material for study clubs and young men's debating societies engaged in serious research and possessing no local facilities therefor." Rural free delivery offers an opportunity for the extension of library work and for securing to farmers the same privileges as city dwellers have. The libraries should be constantly reinforced by new books. In Washington county, Maryland, a library wagon is sent out once a week to deliver cases of books to localities not accessible by railroad, trolley or stage lines.

Travels of the book wagon. L. E. Stearns. Wis. Lib. Bul. 1: 14. Ja. '05.

Value of the traveling library in district schools. A. B. Graham. Il. Ohio State Lib. Bul. 3: 10-3. My. '07.

"In 1900, the board of education of Springfield township, Ohio, became interested in libraries. Fifteen dollars for each of its twelve schools were appropriated." As soon as the books "were placed in the schools, parents as well as children became readers of the district school library. Each grade from the second to the eighth inclusive had something adapted to it. It was immediately found that books in simple dignified language for the upper grades were always welcome in the homes." But "the board of education had spent all and more than the law at the time permitted. No more could be spent that school year. The board decided to apply to the state traveling library for a box of books for each sub-district. The express charges both ways were willingly paid. Each box contained from thirty to forty well selected books. . . . Quite as many of them were used in the homes as in the schools. When the year had closed all were pleased with the new libraries. Everybody said 'Let another appropriation be made next year.' The second appropriation was made and the new books were soon in the schools. Calls were made also for the traveling library boxes. This time a special request was made that each box should contain two or three books on agricultural subjects. . . . The third year the full limit of the new township school library law was appropriated and a book case purchased for each sub-district. Two hundred and fifty dollars in addition to what had already been spent was making the total spent in three years for each sub-district approach forty dollars. With such an amount of money quite a number of the excellent books that had been learned about by means of the traveling library were purchased that they might become the permanent property of the school. This year it was found that there were so many volumes in the traveling library boxes that could be found in the sub-district that it was decided that since the traveling library had so well served its purpose it would not be applied for. . . . The traveling library did four things for the township: It furnished a high grade of supplementary books; it provided free many books before they could be purchased; it brought to the farmer's door some of the standard works on agricultural subjects; it offered a variety of material and authors from which to select for permanent libraries."

Village libraries. J. Daykin. Lib. Assn. Rec. 9: 365-74. Jl. '07.

An itinerating library's plan was tried in East Lothian, Scotland, and had been in operation twenty-eight years when in 1854 Mr. James Hole proposed such a scheme for England. Since that time the work has gone on in Yorkshire without a break.

Traveling libraries—Continued.

Village libraries: the Isle of Wight scheme. A. W. Kemp. Lib. Assn. Rec. 10: 647-8. D. '08.

Village libraries: the Westmoreland schemes. J. W. Brown. Lib. Assn. Rec. 10: 644-7. D. '08.

Trustees.

See also Commission plan of government and libraries.

Absence of library trustees from board meetings. Ia. Lib. Q. 6: 149-50. Ap. '11.

When one accepts an appointment as trustee on the board of a public library he should realize that certain responsibilities go with the honor. "Nevertheless there are those who accept this position tendered them by the mayor with little feeling of responsibility and apparently little interest in the institution which is under the control of the board of library trustees. It is obvious that unless there are regular meetings of this board to consider the welfare of the institution, it cannot be properly administered, but there are a number of cities in the state where there has been great difficulty in having a majority of the members present at the meetings of the library board where the business should be transacted." If the board is to keep in close touch with the library and its needs, monthly meetings should be held; in some cases, however, quarterly meetings seem to suffice; but whatever the time of meeting may be, it is not too much to expect the trustee to look upon it as a definite engagement. Iowa now has an amended library law which provides that absence from six consecutive meetings of the board, except in certain excusable cases, shall create a vacancy. If, after appointment, the trustee finds that he cannot give time and thought to the interests of the library, he should send in his resignation.

Boards of library trustees. E. E. Clarke. Vermont Lib. Com. Bul. 2: 1-3. D. '06.

"Trustees should be men—or women—experienced and capable both in business management and in dealing with people, intelligent enough to appreciate the interests involved, public-spirited enough to serve without pay, popular enough to hold public confidence, and broad enough to serve impartially the interests of every class in the community. For as no one mortal combines all the virtues, the membership should be so made up that different individuals shall represent different interests, and the defects of one member remedied by the good qualities of another. In a small town library much of the actual work of the library will fall upon the board, the selecting of books to be bought being the part which the board can most conveniently take upon themselves." As the library grows and a trained librarian is employed, book selection may well be delegated to her. The trustees will then have the larger interests of the relations of the library to the community to look after. "It is not desirable to leave the administration of the public library in the hands of the aldermen," nor to entrust it to the board of education. "Small boards are best. Three in a town and five or seven in a city are probably the largest number where each one will feel individual responsibility to work and all will pull together." These may be appointed by the mayor with the approval of the city council, or they may be elected by popular vote. The superintendent of schools and the mayor may be members ex-officio. "Grand Rapids . . . has five library commissioners. Each serves a term of five years and only one is elected each year. This arrangement for the holding over of four members each year and election of only one member of the board each year assures stability and continuity of management."

By-laws suggested for public library boards. Lib. Occurrent. 2: 211-3. Je. '11.

Duties of a trustee. Mrs. C. P. Schwan. News Notes of Cal. Lib. 2: 94-6. F. '07.

Duties of library directors. W. H. Putnam. Minn. Pub. Lib. Com. Notes. 2: 43-6. N. '07.

Function of a library trustee. G. B. Utley. Lib. Occurrent. 3: 10-2. D. '11.

A trustee is not expected to be an expert in library economy. He looks after the broader policies, not the details. He is not necessarily a book man, altho he should be a reader and should appreciate books and their influence. It is not the duty of the trustee to be a spy on the library staff. On the other hand he should be familiar with library laws and ordinances; he should be a man who has made a success of his own business; and must be able to act as an outside agent for the library. The most important duty of the trustee "is the selection of the librarian. However good a board may be in other respects, if they are not successful judges of men and women when it comes to the matter of selecting their executive officer, their library will never prosper. No school can prosper without a good teacher; no church can save a community to righteousness without an able pastor as leader; no railroad can declare dividends without a trained and efficient manager; no library can serve its constituents, the public, to its full power, without an experienced and capable librarian." This sounds too axiomatic to be stated, but there are too many trustees who, acting in the belief that the chief duty of the librarian is just to look after the books, think that "anybody can do that." The need of training is acknowledged in the business and professional world. No exception should be made for the library profession. And when a good librarian has been found, her trustees should treat her accordingly. She is worth the best salary they can afford, and when she is worth an increase she should not be allowed to ask for it before it is offered.

How the trustee may best keep in touch with the conduct of the library. J. L. Farrington. Ia. Lib. Q. 5: 81-3. Ap. '06.

"The successful trustee should have a scholarly and an humanitarian instinct . . . and . . . no man or woman, lacking these essential qualifications, should serve or can serve successfully as a library trustee." The home library should be visited frequently and the trustee in his travels should visit and inspect libraries, thus broadening his knowledge.

Ideal relations between trustees and librarian. M. Dewey. Lib. J. 31: C44. Ag. '06.

"The ideal should be mutual confidence, harmony, and good will, and the more personal friendship the better." The function of the trustees is legislative, that of the librarian administrative. The librarian has no right to ask the trustees to let him do as he pleases, nor have the trustees the right to usurp executive functions.

Organization of the library board. D. C. Thomas. Lib. Occurrent. 2: 127-30. Je. '10.

"The most important duty a library board has is the selection of a librarian. Upon this selection depends the success of the library. The board should forget all matters of religion and politics in selecting a librarian. She or he must, of course, be a person of the best moral character and should be selected because of his fitness to hold the office. When this is done, the librarian should be the executive of-

Trustees—Continued.

ficer of the library, the board being the legislative body. All matters of detail should be left to the librarian, who is now responsible to the board for the conduct of the library, and the results obtained will be the best evidence as to whether the librarian is doing his duty. The board should not hesitate to remove a librarian who is not getting results. . . . If a librarian is to be held for the results of his work, then he must be given ample scope within which to do his work. As to the selection of assistants, the librarian should have the privilege of the selection, taking into account the fitness of the applicants and ability to do the work and his manner of handling the public. The library employees should be given to understand by the board that they are public servants, paid out of the public fund, and must, at all times, be accommodating to the public. There are, of course, a large number of things which the public might ask that are unreasonable and the rules for the governing of the library, which should be made by the librarian and approved by the board, should be such as would prohibit unreasonable requests from an assistant in the library. . . . The librarian should attend all meetings of the board and report at each meeting the number of books circulated and the number of members taking books; show by comparative reports the increase or decrease of patrons; should audit and endorse all bills to be presented to the board, and in his report should make any recommendations that he should think necessary for the advancement of the work. . . . The library board should be friendly with the city administration and keep the city administration friendly with the library."

Public library and the state. M. B. Palmer. North Carolina Lib. Bul. 1: 101-5. D. '11.

The most usual method of selecting trustees for the management of the public library is that of appointment by the mayor with the approval of the city council. The plan of providing for the management of the library and the schools by one board is unsatisfactory. The ideal trustee is "the practical, clear-headed man of affairs, with a large acquaintance and wide influence, who, though he may not know much about the library, is willing to learn something of its work, and who will give his time and attention when needed. He will concern himself more with results than methods, and will leave the librarian to decide the matters of the routine work of the library. Probably, the librarian is most often confronted with the problem of the man, selected because of his wealth and influence, who is not willing to give any time to the library, and does not care to know anything about the plan and purpose of the institution."

Reading of the trustee. W. L. Lamb. Minn. Pub. Lib. Com. Notes. 2: 46-8. N. '07.

"In my limited experience I believe that the lady usually makes the best trustee. Her mind is not generally occupied with so many cares and duties to demand her attention. She is a better reader and is usually better acquainted with the best literature and the best writers of the day. She will give the library more attention and time than her stronger brother is liable to do."

Relation of the library board to the library. T. C. Elliott. Wash. Lib. Assn. Bul. 2: 10-2. Ja. '06.

The book committee of the board has probably the most intimate relation to the work of the library. It must have some knowledge of literature both new and old, must be in constant touch with books and authors, and must also be in sympathetic touch with human nature. "The book committee and the librarian have it in their power to give proper direction

to the reading of the whole community and it is astonishing to what an extent this influence can be used." The committee on house and grounds can do much for a beautiful building and well kept grounds are an education in themselves. "Membership on the committee on extension and branch work affords an opportunity for much valuable assistance to the librarian by way of suggestion and recommendation. . . . The finance committee is necessary when there is an endowment fund to be invested, and useful in any event."

Some trustees. D. P. Corey. A. L. A. Bul. 1: 278-82. Jl. '07.

"Most of the weaknesses and evils worse than the weaknesses in library boards have their roots in the methods by which such boards are chosen and will not be eliminated until the appointing or electing powers have a better knowledge of libraries, their aims and proper methods, and allow that knowledge to influence their action." The do-little trustee may have an influence on the librarian by allowing him to become as inefficient as the board which, in theory, is supposed to direct him, or by permitting him to ride his hobby horse unchecked. The "know-it-all" trustee often takes himself so seriously that he aims to interfere and lead in all matters, whether they are of trusteeship or of those things which properly come within the scope of librarianship. "With a strong board that is faithful to its duties, even a weak librarian may be strengthened; but the most efficient man or woman may be weakened or, perhaps, utterly broken by the do-little trustee, the autocratic trustee, or the unpractical board."

Training of the trustee. J. N. Nicholsen. Minn. Pub. Lib. Com. Notes. 9: 14-6. D. '06.

Trustees must be trained by actual experience. "My idea is, as I have heretofore said, that the trustee should be trained to place on the shelves as much good literature as possible; to get as many patrons as possible and to do it with as little expense as possible. This requires a training that will develop first, his powers of literary criticism and his common sense; second, his business ability and commercial instinct and third, his knowledge of finance. All this requires time and work, for which he receives no pay in dollars and cents, but his compensation is the knowledge of having faithfully executed his trust to the best of his ability and the approbation of his own mind and conscience must and ought to be his highest reward."

Training of the trustee. W. D. Willard. Minn. Pub. Lib. Com. Notes. 9: 13-4. D. '06.

It is not necessary that the trustee "be a man of great education or extensive reading," but he should "feel deeply the value of the library as a part of the educational system of the community, and a conserving element in society." He should be public spirited, willing to give time and energy to public service. A successful business man "has proven himself qualified to handle the business of the library." He should be a popular man, on good terms with men with whom he has to deal, a reasonable man, "ready to admit that those who have made special study of problems are generally better qualified to speak wisely on them. . . . The trustee should be a man of sufficient moral strength and backbone to resist outside pressure for the appointment of incompetent or undesirable employees, and to see to the removal of any who have proven themselves inefficient or useless, without fear or favor. The efficiency of the library should be the first consideration."

Trustees and library appropriations. E. W. Gaillard. Lib. J. 30: 403-4. Jl. '05.

"Nearly all boards have a lawyer as a member and many have one or two churchmen. . . . Men

Trustees—Continued.

of affairs, merchants, manufacturers, architects, employers of large bodies of clerks, mechanics, and artisans are seldom found as library directors. Library boards are too frequently formed from the scholastic, the literary class and not from the producer class. Library returns show the natural result, yet the producer class is far the larger of the two."

Trustees and methods of choosing them.
Pub. Lib. 11: 381-2. J1. '06.

Trustee's point of view. J. S. Johnson.
Pub. Lib. 10: 468-9. N. '05.

"The trustees . . . should be chosen because of their executive ability in the conduct of affairs, their sound judgment and intellectual appreciation of the legitimate field and limitations of the work entrusted to them."

Trustees' problems. Mrs. H. M. Towner.
Ia. Lib. Quar. 5: 189-90. Ja. '08.

"The question of salaries must, of course, be largely determined by the training and experience of those employed, and depends also upon local conditions, but it is of value to the trustee to know what others are doing under similar conditions. . . . If another library of the same size and same income is able to employ a trained librarian, a knowledge of this will often lead to a realization that money spent in this way is a good investment. Perhaps the trustees of a small library may not have realized that the efficiency of their library might be greatly increased if it could be arranged to pay enough to employ a librarian with at least summer school training, until they learned of the work being accomplished in some other library of the same size." An assistant may be needed and may be had for a small amount for part time. The trustee should know how other libraries manage this matter. The question of dividing the income between books and other expenses is important. "Opportunities for completing the files of the best periodicals should not be overlooked by the alert trustee." Right evaluation of fiction is a constant problem. The trustee should read the annotated A. L. A. Booklist and the best book reviews.

Trustee's responsibility for the library income. L. E. Stearns. Wis. Lib. Bul. 6: 117-20. S. '10.

Notes on this article are given under the heading Finance.

What a trustee can do to help the librarian. J. E. Pereles. Wis. Lib. Bul. 2: 25-6. Mr. '06.

"The trustee should be a business man, with executive ability" able to observe the affairs of the library and to offer criticism and suggestions in a tactful manner. "The librarian has the control and management of the library; he should have the power to select and direct the purchases of books necessary for public use in the library. However, he ought at all times to seek and obtain the cooperation and advice of the trustee. Thus, one will be of great benefit to the other, and the public will secure that for which it pays." It is better to have a small membership for the board of trustees. From five to nine is a suitable number. The trustees should attend to the problem of securing the income for the library. They should bring to the attention of the public the propriety of donations and legacies.

What the librarian may expect of the trustees. E. Tobitt. Neb. Lib. Bul. No. 4: 17-20. F. '07.

"Trustees should be expected, first of all, to be firmly convinced that the institution over

which they have supervision is a good thing, worthy of their support and of benefit to the town. . . . Members should be selected with a view of supplementing and strengthening the board, the strongest element being the sane, well-balanced, well-educated business man. The professional man is always extremely valuable, particularly the lawyer, who will do good service on the judiciary committee, but the most important point to be considered in the make-up of the board is to have it well balanced and touching as many interests of the city as possible, with emphasis placed upon the business man." The fewer committees the better. The librarian should attend all meetings and should submit a full statistical report each month.

Whole duty of a library trustee. A. P. Gove. Minn. Pub. Lib. Com. Notes. 9: 17-9. D. '06.

The work of the librarian and the trustee is peculiarly correlated and "the attempt to define the place of either seems to result in additional confusion and occasional strife" but they must ever work in harmony and if they disagree they must do it harmoniously. The first duty of the trustee is to select a librarian who is fitted for the work, then he should "see to it that the public home of the city's books does not become the library of the librarian, —one carried on with the highest degree of technical skill and great zeal, yet failing in its results because the librarian is so busy with technical matters that she fails to see her methods are not adapted to the people she serves." Perhaps his chiefest duty is "to cultivate the library spirit in the community."

Whole duty of a library trustee: from a librarian's standpoint. A. E. Bostwick.
Lib. J. 31: C40-4. Ag. '06.

Trustees should interest themselves in results and leave the consideration of methods appropriate to the attainment of these results to the librarian. They should see that the librarian does not regard technique as a means instead of an end. Trustees should see that a good material showing is made for the money expended, that there is a proper ratio of expenditure for books to the expense of administration, that the library is raising the educational standard of the community, or is at least exerting itself to do so, that it purveys proper educational recreation, and that its social status is good. Both trustees and librarian should realize that the board of trustees is the supreme authority.

—Discussion. Lib. J. 31: C239-40. Ag. '06.

Who's who in the library. J. L. Woodruff. Pub. Lib. 14: 81-4. Mr. '09.

Notes on this article are under the heading Administration.

Work of a library trustee from the librarian's point of view. H: M. Utley.
Lib. J. 31: 657-60. S. '06.

A trustee should have some obvious fitness for the work in the way of training or mental endowment. He should not be so busy with his own affairs that he can give no time to the library. On the other hand he must not give it his whole time or he may become a bore. He should not be elected because of his political bias or because he is a clergyman. No idea of patronage should be connected with the position. Trustees should make few restrictive rules, and should allow the librarian great freedom. A long term of service is undesirable. Simplicity in the organization of trustees is desirable. "It is not wise to have too many committees."

Trustees—Continued.

Work of a library trustee from the trustee's point of view. J: Patton. Lib. J. 31: 655-7. S. '06.

A trustee should endeavor to get the best persons for the money when selecting library employees. Sentiment should not enter into the question. He should aim to bring the advantages of his institution before the people in every way possible. It is the business of the librarian to make the selection of books to be purchased and the trustees should approve the selection.

Tuberculosis. See **Contagion.**

U**University extension and libraries.**

University extension and public libraries. S. V. Scybold. Pub. Lib. 10: 512-4. D. '05.

Notes on this article are under the heading **Library extension.**

University extension and public reading-rooms. D. Bos. Boekzaal. 3: 142-50. My. '09.

An indispensable part of university extension work is a well organized public library.

University libraries. See **College libraries.**

Use of books. See **Books, Use of; Reference work.**

Use of libraries by the public. See **Libraries, Use of by the public; Workingmen and the library.**

Useful arts. See **Technical literature.**

V**Vacations.**

Hours of service and vacations. N. Y. Libraries. 1: 119. Jl. '08.

Notes on this article are given under the heading **Librarians and assistants.**

Vacation privileges. Pub. Lib. 13: 308-9. O. '08.

Ventilation.

See also **Buildings.**

Lighting, heating and ventilating of libraries. A. J. Philip. Lib. Assn. Rec. 9: 225-30. My. '07.

Ventilation of a library. R. C. Taggart. Lib. J. 35: 253-5. Je. '10.

"Some of the rooms in a library require more air than others, and in these cases especial consideration should be given to the matter of proper ventilation. The children's room in a library, after school hours, is one of the rooms that is often found most densely crowded. Reasonably good ventilation is demanded in schools, and yet school children may be found in the more densely crowded library rooms, where they stay for protracted periods without any sort of adequate ventilation. . . . The reading rooms in the evening are also rooms which are well filled and often crowded. These rooms offer to many people a place of opportunities which can be secured nowhere else.

The reading rooms should be made attractive in every way. They are a public benefaction, and one of their most attractive features should be fresh air. . . . Fans should be used in the average library building for the ventilation of such rooms as lecture rooms or in other cases where the occasional required use of the fan will not by its cost of operation lay too much of a burden upon the running expense of the library. Many librarians have gained the idea that good ventilation in cold weather cannot be secured without fans. This is a mistake. First-class ventilation in well filled rooms without fans is entirely possible. It is not only possible, but it has been installed in many buildings, more particularly in the case of hospital buildings of the isolated pavilion type. Ventilation without fans in tall buildings may take so much of the floor and wall space for flues as to become impracticable. In buildings of moderate height, however, such as is the condition in the ordinary library building, ventilation without fans is entirely feasible. There are several important elements in such installations. The ventilating apparatus should be arranged to be cleanly. In the ordinary ventilating equipment, the ventilating apparatus is itself a dirt collector. How many librarians know what they have in their basements? How few librarians would not protest, if they did know? . . . In some buildings the plans of the ventilating apparatus appear in the aggregate like a collection of worms. This is wrong. All horizontal ducts should be large. They should be similar to corridors thru which a person can walk and which can easily be kept clean. . . . Where the air, which is to be heated, is brought from out-of-doors, it is usually carried thru ducts or flues. It is better not to use flues, but to bring the air directly into chambers in which the heater is located. These rooms will act as dust settling chambers. The bottoms of the indirect heaters should be left entirely open, so that all that is required in the way of hoods or casing is a hood directly above the indirect heater, with a short connection to the vertical flue. A large door into the hood should be provided and placed so as to be readily opened. There should be a cold air as well as a warm air opening to each vertical air supply flue, when the library rooms require ventilation. This allows a mixture of the cold and warm air to pass to the rooms in moderate weather, when a mixture is required in order to lessen the temperature without lessening the quantity of the air. . . . The bottom inlet to the vertical air supply flue is the place to which dirt in the vertical flue will fall. This inlet should be left entirely open. The dirt may then be readily seen and easily removed. These cold air chambers should be rooms which can be easily cleaned. They should be finished smoothly on the inside. There should be both a bottom and a top vent outlet from the ordinary room, but in all cases the lower vent outlet should be an open enamelled outlet box. Dust in all vertical flues will then fall to this open vent box, where it can be easily seen and readily removed. This question of cleanliness is one that has its application even when the most elaborate air cleaning devices are installed. The best of the air cleaning devices can only remove a percentage of the dust and dirt. Some are sure to collect in the flues and ducts if the apparatus is designed so as to be a dirt collector. Air-cleaning devices will also themselves become foul, if they are not given attention, and the attention required by many of these cleaners is often more than can be expected from the ordinary engineer. Where fans are not used, it may be impractical to install air cleaners or air filters, so that proper cold air settling chambers are especially desirable and should certainly be installed. No ventilating equipment should be designed whose efficiency will be decreased by the opening of windows. An idea has gone forth that windows cannot be opened without interfering with the operation of the ventilating equipment. This is an error, and is caused only by a mistaken judgment or an incorrect design of the ventilating apparatus."

Vertical files.

New vertical file for maps. P. L. Windsor. Pub. Lib. 15: 388-9. N. '10; Same. Lib. J. 35: 509. N. '10.

Vertical file. K. L. Roberts. Pub. Lib. 12: 316-7. O. '07.

"In the public library of Newark, N. J., material is filed in folders made of No. 1 tag manila paper, cut into pieces about 11x18 inches in size. One end is so turned up against the other as to make a receptacle 11x9½ inches. The front fold is a half inch shorter than the back one, and this leaves a margin exposed on the back one, whereon the subject of that folder is written. As the folders are filed vertically in boxes the titles show at the top of each one." In these files are kept lists "of books, articles and topics made out for schools, clubs and individuals," programs for study clubs, newspaper clippings, pamphlets, catalogs, etc. "The success of the file of course depends entirely on the good judgment and discretion of the filer. . . . Like a dictionary, the file is its own index; but at times cross references to the headings used are necessary. . . . Therefore a sort of emergency card catalog has been made up which indexes these cross references."

Village libraries. See Small libraries.

W**Withdrawals.**

Withdrawal record. C. Bacon. A. L. A. Bul. 3: 213-4. S. '09.

Women's clubs. See Clubs and libraries.

Work sheets.

Form of work-sheet. W. McGill. Lib. World. 13: 204-8. Ja. '11.

Workingmen and the library.

See also Advertising the library; Libraries, Use of by the public; Libraries as social centers; Reference department; Reference work; Special libraries; Technical literature.

Books for men in shops. Lib. J. 33: 100. Mr. '08.

The Dayton, Ohio, library sends out a list of books of "practical interest to men in shops," and with the list goes a notice, part of which reads as follows: "Did you ever stop to think that the opportunity for an education is at your elbow? The public library with its 70,000 books is for the free use of the men of Dayton. . . . You can borrow any of the books (except reference books) for two or four weeks at a time. Or you can answer puzzling questions in your work by consulting the reference books or the reference assistant any time in the day. And you can give half an hour any evening you are down town, to looking over the trade journals and other fresh magazines and daily papers in the reading room."

Carry the library to the workers. S. W. Foss. Pub. Lib. 13: 82-3. Mr. '08.

"Coopers and carpenters, tinmiths and plumbers, should find as much technical help upon its shelves as clergymen and professors; and the mason's apprentice should be treated with as much regard and generosity as the college student. The young man from the pork-packing establishment, or a soap factory, should not be allowed to go out empty-handed any more than the scholar who asks for the drama of Euripides or the works of Kant. In fact, it is well to treat the soap man with even greater consideration than the scholar; for the soap

man may feel bunglingly helpless in a library, where the scholar feels very much at home."

How shall the library help the working man? A. L. Bailey. Lib. J. 32: 198-201. My. '07.

Notes on this article are given under the heading Advertising the library.

How to interest working men in the use of the library. W. F. Stevens. Pub. Lib. 16: 93-5. Mr. '11.

Notes on this article are given under the heading Libraries as social centers.

How to reach the workingman. P. H. Neystrom. Wis. Lib. Bul. 7: 168-71. N. '11.

"The public library grows in usefulness to its community just in proportion to the efficiency with which it is managed. The two great problems in this matter of management are the selection of proper literature and getting the public to read it. All other problems, such as cataloging, shelving, loaning regulations, library discipline, reference arrangements, and so on are entirely subsidiary and their solutions should be considered as auxiliary to these two main problems." Libraries are growing in usefulness at a remarkable rate but in many cases they fail to reach more than one or two classes of people. Some libraries become centers for club women, others for fiction readers, and in so specializing they neglect other classes. To no class does the library owe more than to the working man. "By working men are meant here that large number of unskilled adults found in every community, men who have received on the average, less than a common school education, many of whom are foreign born, men whose wages or income amounts to less than \$500 per year, those who bear the burden of the country's routine labor and drudgery, in mill, factory, shop, or street. This group forms the majority of ultimate consumers of the taxed necessities in life, hence they are real tax payers of the community. These are the people who receive fewer of the benefits of modern civilization than any other class. Surely it will be agreed that the public libraries should do something for them." The first serious difficulty met is that this class of men have no definitely formulated wants. The problem of the library, then, is not only to provide suitable literature but to determine what is or will be suitable. There are three lines along which the interest of the working man may be aroused. The first is, that of his pleasure seeking interests. This may be done thru works of fiction or thru books of sports—baseball, hunting and fishing. A second line of interest will be his political interests, and a third his vocation. The greatest difficulty in selecting books of a political nature is to find suitable books written simply and clearly. Other organizations can learn a lesson from the Socialists, who make their appeal to the working man, and who do so by means of short, lucid and vivid expositions of their doctrine. The third line of appeal is thru the man's desire to improve his condition. "Show a man how he can increase his earning power, and you will draw him as a magnet draws a needle. Yet the library can do that very thing for him, if it has the proper books. Men must go to books and periodicals now as never before to learn how to become more efficient. Experience is too slow and too narrow. Apprenticeships have passed away. The book is coming to be the guide to individual progress in vocations. This needs to be shown to the workingman, and as he learns it, he will turn more and more to the library for help. At present, the workingmen of this country turn over tens of thousands of hard-earned dollars for correspondence school courses which consist of a little more than sets of books which any library could supply entirely

Workingmen and the library—Continued.

free to these men, if they but knew of it." In selecting vocational literature, the librarian will find little help in outside sources. She must work out the problem for herself. She will be influenced by the education of the men to be interested and the nature of their occupations. After the books have been selected they must be made easily accessible. A special shelf for a special subject is advised. "Many a man who has come to a library upon invitation has found, after getting there, considerable difficulty in finding the books that might interest him because of his ignorance of library arrangements. The special shelf would obviate this. In any case, the books should be where they can be seen and handled freely by the library's visitors. That is the way in which most people learn what the library has for them." If the library is to be of service to the working man it must be open at the times when he is free to come. A library open only during the working hours of the day appeals only to the leisure class. To open the library only a few hours in the evening shuts out those who live at a distance. Branch libraries are, obviously, the remedy for this. The workingman's reading times are evenings, holidays and Sundays and if the library is to benefit him, it must be open at those times. To get the men to come the library will need to advertise. Besides advertising thru the newspaper and using other accepted means, the library may reach the men thru their children. Books sent home by school children may interest fathers and older brothers. Then when he does come to the library he should be well treated. "In some places such advice is absolutely necessary. When he enters for the first time, no one notices him. His surroundings are different from anything he is acquainted with. He is left to his own devices. He either becomes self conscious and fears that he will do something that will attract attention, or he plunges ahead and breaks down some rule sacred to library administration and receives chilling reproof as a consequence. There is no reason why a library should not have a floor manager, the same as a department store, or some attendant to serve in similar capacity, to meet every new arrival, especially strangers, near the door and pilot them directly to what they are interested in. The workingman who makes his first visit to the library should be made comfortable, made to feel at home, even if older patrons of the library must wait for the service they demand from the librarian. He should be shown the location of all departments in which he is likely to be interested, and when something is found that he would like to examine, he should be given a seat at some convenient table. He should be encouraged to ask for anything that he may think of and which he does not see. Later on, he may be trained to help himself. At the start you want to make as favorable an impression upon him as possible." To this end various conveniences, coat hooks, toilet rooms, should be provided. Smoking rooms have been opened in many libraries. The library fails to get the working man to come because there are other places offering stronger attractions, and a lesson in welcoming men and making them feel at home can be learned from these rival institutions.

Human interest in library work in a mining district. A. J. Fiske. Pub. Lib. 13: 78-81. Mr. '08.

In Calumet much attention is paid to making the library homelike by means of plants, flowers and pictures. "Modern educators all agree that beauty has a physiological as well as a psychological effect upon the child, and should have a large part in every scheme of education." The library circulates pictures, 6,000 yearly on an average. In order to interest the miners in books, lists of books on various subjects are sent to the men at their places of work. Those on mechanical industries and engineering have proved most useful.

Industrial possibilities of public libraries.

Lib. J. 33: 100. Mr. '08.

"A textile designer declared that his company was able to beat competition because of the freshness of the designs he got from the library. A young mechanic with his arms full of books said he was to get \$3.50 instead of \$2.50 per day, and that he had learned enough to get a job where new machinery was used instead of the old he was accustomed to. Still another stated that largely as a result of his reading, he had invented three successful loom devices and had been promoted to assistant superintendent."

Industrial possibilities of southern libraries. W. F. Yust. Lib. J. 33: 99. Mr. '08.

Interesting the workingman. F. D. Light. N. Y. Libraries. 2: 260-1. Jl. '11.

The writer feels that the usual library method of making an appeal to working men as a class rather than as individuals will result in little good. In the first place men resent any thing that looks like patronage and in the second, their work is so specialized, often being confined to a single operation, that it is impossible to interest them in the whole subject. There are exceptions, but the majority will not care to go further than the general technical periodicals. "It is probably true that a man engaged day in and day out in turning propeller shafts of flying machines may be sufficiently interested in aviation to read that particular line by reason of its novelty, but the man who turns sewing machine shafts six days a week for sixteen years and whose employment is confined to this, will hardly be interested in the general subject of mechanics." Libraries with limited means will do well to confine themselves to a small number of elementary works on mechanics and to the more popular trade and industrial journals. What workingmen most want and need is "more of life and less of work, more living and less getting a living. Books giving them a wider knowledge of everyday life, of other people's problems and experiences, will do more to stimulate a reading habit and enlist them as patrons of our libraries, than will the most pretentious row of mechanical and scientific works, parading as 'Books for the Workingman.' Put into their hands well-written stories of adventure, history, biography, travel and sane fiction; induce them to read Stevenson and Gilbert Parker, the stirring tales of the northwest, lives of the great captains not only of war but of industry; let them read now and then novels of nonsense, books that interest and amuse, and it will not be long until the library has become a powerful factor in the lives of uplift to the too often dull and sordid lives of the men who toil."

Libraries that reach all the people. I. Van Kleeck. World's Work. 15: 10105-8. Ap. '08.

In the Buffalo library the following are a few of the applications for books that come in in a single day: "A tailor's apprentice wanted a book on the cutting of garments; a printer wanted to be sure about the correct size of visiting cards; a mechanic needed a method for finding the length of the third side of a triangle. Then came another workman with a request for information about the manufacture of artificial ground glass; a lineman wanted to know how to prevent grounding by induction; a decorator wanted an allegorical figure for a coat-of-arms; a dyer asked for a formula for mixing a certain color. A foreman in a large plant came to look up the subject of pouring aluminum, and he afterward wrote that he had succeeded at the first trial. The librarian is no longer chiefly interested in the 'best sellers,' the most helpful books for the trades represented in his community now come in for a share in the appropriation. In the old days the chief

Workingmen and the library—Continued.

concern was to get back the books that had been loaned; now it is to get books into the hands of the people who need them. . . . One of the New York branch-libraries is regularly used by the workmen of a large electrical power-house, because they have found it a means of promotion from low-grade jobs to the position of assistant-engineer. . . . An average of about 300 workmen, inventors, attorneys, and manufacturers consult the industrial arts department of the Cincinnati library daily, securing information worth many times the cost of the entire library. It is estimated that one set of books obtained from the library saved the city in ten years more than \$390,000 by influencing a lower charge for gas." A librarian in "New York went before a meeting of a plumbers' union and told them about the books in his library that would be useful to them in their trade. He showed them illustrations and drawings, and convinced them that they could get definite help from many of the books. Then he went to the secretaries of various other unions and did the same thing. From that time on he was kept busy in making good his promise to supply the books. . . . Farmers with a new house or barn to be built, with problems of fertilizing to be worked out, with plant or orchard pests to be exterminated are learning that the library can quickly furnish information that it would require several weeks to get from other sources."

Library and the mechanic. P. B. Wright.
Lib. J. 34: 532-8. D. '09.

The library is at present, one of the few agencies for reaching shop trained mechanics and trade workers with an uplift at once intellectual and practical. Graduates of trade and technology schools are quick to demand technical literature of the library, but the common mechanic requires to be made acquainted with the value of technical literature, and it is the library's province to provide for him an abundant supply of such literature and see that he is brought in touch with it. The small library in an industrial community needs more than the Scientific American, Scientific American supplement and the Patent office gazette for technical periodical literature. The special literature of the local industries should be liberally supplied. The needs of the woman who must earn her living should have equal consideration with those of the mechanic. The woman who prepares for home life should not be forgotten. The library should reach them all.

Library and the workers. J. P. Buckley.
Minn. Pub. Lib. Com. Notes. 2: 48-9.
N. '07.

Library and the workingman. M. Parsons. Pub. Lib. 13: 84-6. Mr. '08.

"The average book on mechanics does not interest the skilled workman, because he already knows all it contains. . . . The hope of the library which really wants to help its laboring patrons is in the periodicals it puts before them. Get the best and as many as you can and let them circulate. The carpenter will pass by all your books on carpentry, and strength of materials, etc., but he will take home and enjoy and be benefited by a copy of carpentry and building. . . . One of the best possible reference works for the use of workmen of all trades and most professions is a late edition of one of the correspondence schools textbooks. Those put out by the International or Scranton school are especially good. They can be used easily by anyone of ordinary attainments, the knowledge of mathematics required is not beyond the reach of men with a public school education, and the essential and fundamental facts only are given."

Library as an aid to technical education.

G. A. Howell. Ontario Lib. Assn. Proceedings. 1911: 92-5; Same. Lib. J. 36: 451-4. S. '11; Excerpt. Pub. Lib. 16: 303-4. Jl. '11.

Until recent years the apprentice system has sufficed to train workmen for their trades. Now that the apprentice system is falling into decay some substitute must be found. Many of the provinces of Canada are already establishing technical schools, but, in the meantime, there is work which the library can do. Not only must books be provided, but those for whom they are intended must be encouraged and trained to use them. It is suggested that a room be provided where those interested could meet in the evening for reading, discussion, or informal talks. Where the apprentice system exists, special effort should be made to reach the boys. The employer might be induced to give them time off for reading and study along the line of their trade.

Library as an investment. H. C. Wellman. Pub. Lib. 16: 277-80. Jl. '11.

Because the primary purpose of the library is not commercial we are apt to overlook the actual cash dividends which it yields. "The library of to-day studies the industrial life of the community and endeavors to supply the books that will aid every trade and every calling that exists in the city. It is eager to meet every demand, but it goes further; it endeavors to create the demand." The difficulty, then, is not to get books, but to inform readers of their existence. Mechanics, inventors, designers, foreigners wishing to learn English, farmers and gardeners, and other workers, find the library of value to them in their work and their work accordingly becomes more valuable to the community. Yet the greatest service of the library to the community does not lie in individual cases helped but in the enlightenment of the whole people that they may act together intelligently in matters of social welfare. In the spreading of intelligence and the cultivation of taste, lie the greatest value of the library—a value not to be estimated in dollars and cents.

Library should be known. H. C. Wellman. Pub. Lib. 13: 83-4. Mr. '08.

Notes on this article are given under the heading Advertising the library.

Library work in factories. A. Poray.
Pub. Lib. 13: 73-7. Mr.; Same. Lib. J. 33: 83-6. Mr. '08.

The plan of establishing deposit stations in factories in Detroit has worked well. It is better to send new attractive looking books to such stations but this is not always possible. Where books are purchased especially for factories stamp the word "special" on the inside label and put the initial of the factory in the corner of the label. The initial should be changed when the book is sent to another factory. The establishing of library relations in factories is good business policy, because the capital invested in books should bring in dividends in the extension of its usefulness. There should be on the staff a person who should act as a sort of library missionary. The average manufacturer will meet such an one more than half way. In Detroit the manufacturers have provided bookcases and shelves and have sent for the books. Usually books have been issued twice a week and by some one from the library staff. Cards issued to applicants are stamped with the firm name. "The library provides the timekeeper with a set of cards giving the name of the card holder, the card number and the date of issue. The timekeeper consults this record when someone leaves the employ, and if there is a library card issued to this person, it must be surrendered free of charges before he is paid in full. Thus far we have lost only one book; the card holder paid for it."

Workingmen and the library—Continued.

The charging system in use at the central library may be employed. Select for these stations such books as the people will read. If fiction is wanted provide good fiction. Magazines such as Harper's, Century, Scribner's and McClure's are good, and biography often proves attractive.

Man and his book. W. F. Seward. Pub. Lib. 15:273-5. Jl. '10.

"The library's initial policy was to popularize the library; to make it known to every man, woman and child in town; to attract as many people as possible to the library by means of exhibits and lectures. Lectures on history and travel, with lantern slides, crowded the assembly hall. Lectures on the local water supply; on cookery, with demonstrations; on electricity, with experiments, attracted to the library building hundreds of people who would not have come in response to an announcement of books. Reading lists, of course, accompanied the lectures. The varied exhibits in the art gallery also served a practical end in introducing the library and its resources. An industrial arts exhibit illustrative of the city's chief industries and showing processes and raw materials, and naming countries of their importation, as well as the finished product, drew a great attendance of men and was distinctively an exhibit for labor and the wage-earner.

This library began by installing a small collection of carefully selected books on technical subjects. The librarian spoke before the central labor union, told them of the resources of the library and invited them to visit the building and meet the trustees and staff. Later when a citizens' library book fund was started, the labor unions were among the first to respond. A year later the central labor union endorsed an appeal to the common council to increase the library's income because the library helped labor. The appeal was heeded, and the increase has been made permanent. The library has on its unpaid staff the trained men and experts in the various trades and crafts (many of them have their own technical libraries). They use the library's catalogs of technical books, the lists* of the libraries whose collections of technical books are entitled to respect, the technical magazines. From these and their own knowledge and experience they make valuable suggestions for the purchase of books and when the books are bought, they recommend them to men in their shop or factory. Lists of technical books are manifold and copies sent—according to their nature—to the labor unions, to shops and factories, builders and contractors, merchants, chamber of commerce, Y. M. C. A. and Y. W. C. A. Sometimes these lists are annotated and always it is remembered that brevity is the soul of a technical list. . . . The library must use iteration and reiteration. Newspaper publicity helps. It is the greatest and most easily available agency for telling the entire community about the library. In Binghamton the library is as much a place of call for the newspaper reporters as the police court or the fire department houses. Our newspapers give the library, its annotated book lists, its lectures and its exhibits, etc., etc., about 120 columns of space a year. It is worth while for the library supported by public taxation (and which, like *Oliver Twist*, is always asking for more) to keep its public informed as to what is doing at the library. Information on technical subjects should be given by technical experts and the demands made by modern industrialism are not met by the university or library school, and it would be absurd to make technical work a part of library training. The Binghamton library has attempted a solution of the question by initiating a plan for library assistance in technical work. This plan was made possible thru the cooperation of public-spirited citizens, each man a highly-trained expert in some phase of applied science and a master of its theory as well as of its practice. This volunteer faculty in technical work included the principal of a school of in-

dustrial arts and his subject was architecture, carpentry and mechanical drawing. A former city engineer, an all-round technical man, at present manager of a factory employing the highest priced skilled labor, took the chair of mechanical engineering. The electrical expert of a manufacturing plant had electrical engineering. Our city engineer, a man of wide reputation in his profession, took civil engineering. A mining and civil engineer headed the department of applied mathematics. A chemist, an author, an expert authority of state reputation, accepted an appointment to the chair of biology, chemistry and physics. Here, then, was a group of experts and enthusiasts, every man keen and eager for the experiment. Lists of the library's books in the various departments of instruction were brought up to date and manifolded for the use of the classes. For the six classes a week there was a total enrollment of about 100, including men from the shops and factories, youths from the high school, and a few students who are taking a correspondence school course. It may be unnecessary to say that there was no fee or charge of any sort."

Men and the library. W. F. Seward. N. Y. Libraries. 2:54-6. Ja. '10.

Lectures with lantern pictures are sure to attract and interest. This can be done at slight expense except for the slides. In every community there are men and women who are able to give lectures illustrating and explaining the pictures. Make an inventory of the industries of the community, of the number of people in its shops and factories. "If there are labor unions, the name of the secretary of each union should be on the mailing list of the library. If the merchants have organized a board of trade or chamber of commerce, that, also, should be on your mailing list; and of course the town or village officers. In a word, utilize every existing organization and agency for the dissemination of library news. Don't be afraid to work; don't do any work which somebody else can do as well as you. When you have made your library business directory by trades and industries, you are then in a position to judge intelligently how much your library is doing to make itself a valuable asset to carpenters, painters, manufacturers, salesmen, merchants, plumbers, skilled mechanics, railroad men, electricians. You will find perhaps that the more skilled and highly paid men buy their own books because they are not in the library and that the younger men, for the same lack of library facilities, have joined some correspondence school. The librarian might address the central labor union and invite its members and their families to a general reception at the library. Books on electricity, carpentry and technical subjects should be bought, and illustrated lectures on those subjects given. "There is nothing occult or mysterious about the selection of books on technical subjects. There are many publishers of such books and their catalogs are easily available. Libraries and commissions, the New York state library and the American library association publish lists from time to time containing selected titles. There are technical magazines with book reviews. But nothing can take the place of common sense and knowledge of local conditions on the part of the local librarian. Use the expert, beware the expert. He may give you a list of books which might as well be in black letter for their availability in your library. Get the advice of the man in the shop as well as of the expert. The Binghamton public library uses all these printed helps to the selection of technical books, but, best of all, it has on its unpaid staff trained artisans who work in the great shops and factories, in the manufacturing of Binghamton. These men know the books of their crafts and their advice is sought and received by the library. They act as missionaries of the library, they suggest books which the younger and less expert men would do well to read, they circulate the library's lists.

Workingmen and the library—Continued.

... The most available agency of publicity is the daily or weekly press; and it is most strangely left unutilized by many libraries. In the small community the editor will print your lists of books on technical subjects and also give you all the proofs you need for distribution. In larger places there should be a manifold equipment, unless the trustees are indifferent to printing bills. In Binghamton the library manifolds every year, from time to time, thousands of special lists and sends them to shops, factories, labor unions, municipal officers, contractors, or chambers of commerce, according to contents."

Public library and the mechanic. T: L. Smith. Pub. Lib. 15: 6-10. Ja. '10.

Provision for the workingman by the library should be made as a matter of right, not of favor. He should be enabled to keep abreast of his trade. Publisher's catalogs may be used as guides in selection, and lists of additions from libraries that purchase largely along technical lines. Out-of-date books should be rejected. Workingmen are disinclined to consult women librarians because they feel that women know nothing about the technical trades. It is possible for women librarians to overcome ignorance of these important topics and gain the mechanic's confidence. Some intelligent local mechanic may be induced to help at the library in the evenings, and aid in getting the right book to the right person. "An indefinite request for something on plumbing, or concrete work, or automobiles, could be completely satisfied, generally, by giving the inquirer any recent book on the subject named; and the more specific requests generally come from those who can find what they want in any good book dealing with their specialty. If a wood finisher wants a formula for treating a certain rare hardwood, or a carpenter needs design and measurements for a difficult bit of handrailing, or a machinist is looking up bevel gears, it will be sufficient to produce a book on hardwood finishing or carpentry or gearing, and the inquirer will get what he wants from it without further trouble. It will rarely be necessary to point out chapter and page. You will find him a great deal easier to wait on than the club woman who is preparing a paper on Egyptian antiquities that will be more learned than Flinders Petrie and more readable than Miss Edwards. And the library—perhaps even the librarian—will have made another friend. . . . 'If we can provide educational books in no other way let us retrench on our fiction,' says Mr. Bailey of Wilmington, Del., 'even if we have to report a loss of circulation at the end of the year. A good book on electrical or mechanical engineering, costing four dollars, read by 18 men in a year, is of greater value to the community than four copies of the latest "best seller" in the hands of 150 readers; or, I may add, than four dollar's worth of denatured editions of Robinson Crusoe or David Copperfield foisted on any number of defenseless children.' A useful arts room in the library "devoted entirely to books on the useful arts and the allied fine arts, together with such scientific treatises and related works as are especially useful to artisans, and provided with drawing instruments, tracing paper, photographic dark room, and similar conveniences, all under the direction of assistants trained in the literature of technology, are the ideal solution of the problem of work with the mechanic."

Public library service to mechanics. Pub. Lib. 15: 10-1. Ja. '10.

Relation of the public library to technical education, from the view point of organized labour. F. A. Bancroft. Ontario Lib. Assn. Proceedings, 1911: 96-9.

The development of machinery and the advance in the organization of industry, together

with the abolishment of the apprentice system, make a special provision for the training of workmen necessary. This need is met by the technical school in cooperation with the manufacturer and with the public library. When schools do not give the necessary education, the wage earners must try to supplement their knowledge later, and evening classes are provided wherein boys and girls who have worked all day may study at night. The evident injustice of this has led to the demand for technical training in school. The library must cooperate with the school. "The library is an institution for the purpose of giving publicly an opportunity which in a private capacity can be enjoyed by only a few thoroly. A technical school or technical education is an opportunity given to the workers to acquire that which others more fortunately placed in society may gain in a private capacity. Such a similarity of service to the public, mainly to the working class, can but mean that one must be the help-mate of the other, and from that standpoint the library can be made second in importance only to the school itself." We speak of education today as tho its purpose were only to train men for business life; to make them better mechanics, forgetting its deeper purpose which is training for citizenship, the deepening of moral obligations to the community, and the developing of independence of thought. The library must keep abreast of the changes in society and put at the disposal of the worker the best works obtainable on the social and economic problems which are of interest to men of all classes.

Technical work in public libraries: the library and industrial workers in Canada. T. W. H. Leavitt. Ontario Lib. Assn. Proceedings, 1909: 36-46.

Public libraries have failed to attract the artisan class. They must make themselves as useful to mechanics as to professional people. Canada is lacking in trained mechanics. The selection of technical books for libraries should be governed by the following principles:—(a) Purchase only books and periodicals relating to the principal trades and industries carried on in the town in which the library is situated. (b) Great care should be exercised in securing the latest and most complete illustrated editions. Especial caution should govern in purchasing books relating to chemistry, chemical industries, electricity, gas engines and gas producing plants. In these departments a book becomes obsolete in a very short time. Give preference to the best illustrated works. The greater the number of working plans, blue prints and details the better. Constantly bear in mind that the man who is to use the book must depend primarily upon his own interpretation of the letter press, not having the advantage of a teacher. As he must solve the problems for himself every possible obstacle should be removed from his path. (c) The library should keep a weekly list of new books, with annotations taken from technical and publisher's circulars. Such lists should form the basis for future purchases. (d) Monthly buying will be found most satisfactory, as changes occur in the applied sciences with startling rapidity. When a book becomes obsolete send it to the scrap heap. A mechanic has no time to waste in learning something which he will be compelled to unlearn. (e) In selecting books remember that most of your readers possess no theoretical knowledge of the subject; it therefore follows that the first books bought should be of a rudimentary character. (f) To fill the gap existing between the latest book and the present hour you must subscribe for the trade journals. Scientific periodicals are comparatively cheaper than scientific books. (g) Divide your technical library into two sections, viz., loan and reference. The loan department should occupy the foremost place. The librarian must acquire a knowledge of the scope and resources of the technical books. From publishers' announcements, catalogs and the books themselves, notes on the scope of

Workingmen and the library—Continued. the books should be made, and preserved for reference. A special study of local needs would include asking for advice and assistance from the superintendents of factories. Keep an address book containing names of people who evince an interest in technical subjects, and send postals to notify them of the arrival of material that might be interesting to them. Constantly advertise this feature of the library's activity. A plan of cooperation between the education department and public libraries for the furthering of technical education includes state loans of books to libraries, and the establishment of correspondence courses in connection with libraries.

Use of industrial collections at the Providence public library. E. Garvin. Lib. J. 31: C76-8. Ag. '06.

About one-fifth of the wage-earners of Providence are in the jewelry trades and scarcely a day passes without some inquiry for books on jewelry or silver-ware design. "Workers in these trades especially designers, are sent to the library during their working hours to get suggestions to be used in their work. In this case the custodian does more than to lay out such books as will probably contain a picture of the flower or animal wanted and leave the reader to find it for himself. An unremitting search is kept up for the design. . . . Among those who use the industrial library are apprentices and machinists in the large machine shops, workers in the cotton and woolen industries, textiles being the leading industry of the state, and those interested in the manufacture of gasoline engines and their applications to automobiles and launches."

Use of industrial collections in Brooklyn. Lib. J. 31: C230-1. Ag. '06.

"We do not intend this department primarily for trained people, for engineers, graduates of advanced schools, but for the untrained worker or for those of very little training.

Value of the public library to workingmen. S. F. Arnold. Pub. Lib. 12: 4-7. Ja. '07.

Whether they realize it or not workingmen are daily deriving great practical good from libraries, but much more should be done for them by librarians than is at present attempted. Lists of books especially interesting and timely for men should be published in the papers. Special invitations to use the library should be sent workingmen through their trade unions or the firms for which they work. Books should be placed in large factories, engine houses, department stores, etc. The library should post bulletins of information on current events. It should be "stocked with the best daily papers and magazines. . . . The tastes and needs of workingmen ought to be considered in the choice of books." The substantial part of the library as well as fiction should be kept up to date. Especially is this true of the science and political and social economy departments. Occasional book exhibits designed especially for workingmen should be given, and once in a while an evening lecture on a subject of interest would be helpful.

What can the public library do for men employed in car shops? J. M. Drake. Wis. Lib. Bul. 6: 14-6. F. '10.

"The librarian of a certain public library visited the superintendent of the car shops where about 400 men were employed and persuaded him that a reading room would be very acceptable to the employees. The superintendent then agreed to make a small room

in one corner of the large engine room, by means of partitions, partly of glass. After this was completed the furniture put in consisted of a long ledge on which to place magazines when not in use, a long reading table, a book-case and chairs." A number of publishers of magazines on engineering, car-painting, carpentry, upholstering and other trade and technical subjects responded to requests for current subscriptions to their magazines. Others of a technical or popular nature were paid for by business men. A number of townspeople left their current magazines after they had finished with them, at a certain store down town and the librarian of the car-shop library called for them two or three times a week. This was the result of asking for magazines thru the newspapers. A banker subscribed for one Chicago daily paper and the local daily newspapers were given by the publishers. The public library considered it a legitimate part of its work to buy some books on technical subjects which would be useful to the employees, so asked the superintendent to make a short list of the most desirable books. These were bought and as soon as ready for circulation were sent to the car-shops. When we needed them at the public library we telephoned and they were returned the same day, if they were in. We sent a number of books on subjects that might be made use of in the men's home lives, such as house-building, lawns, gardening, hygiene, etc., also travel, biographies of famous men, popular histories and the best novels we could spare. We often bought duplicate copies to send direct to the shops. . . . A young man, stenographer in the general office, was sufficiently interested to agree to act as librarian, without charge, but took some time from his regular duties. This relieved the necessity of sending a member of the public library staff to take charge, and it seemed much better to have a man, as the employees would feel freer and enjoy the room more."

What must a working people's library do? S. Koperbe. Bibliothekar. 1: 31-2. Jl. '09.

What the library can do for the workingman. W. D. P. Bliss. Penn. Lib. Notes. 3: 8-10. O. '10.

Working man and the library. C: Recht. Pub. Lib. 13: 303-4. O. '08.

"When we regard the library as a general medium of popular education it seems to us that the administration has left the workingman entirely out of its consideration. It has failed to recognize the fact that the workingman does not find it convenient to be a member of the library for various reasons; it has failed to bring home to the workingman the knowledge of the existence of the reading room, and finally, had it even done these things, it has not equipped this room with the tools and implements that the workingman would be likely to require." To bring the reading room to the direct attention of the workingman the following means are suggested: "Advertising,—placing of placards and announcements in factories and shops; cooperation with labor unions in a similar way that the libraries now cooperate with the schools; collections of books on mechanics, labor and social science, including books on socialism; special collections like civil service examination books and English books for foreigners, also general reference books; liberal loans of ink and paper; exclusion of children from the adults' reading room; placing these rooms in charge of men who are in sympathy with that work."

Writing. See Handwriting, Library.

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